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GROUP GUIDANCE IN JUNIOR COLLEGE--A FRAME OF REFERENCE.
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DESCRIPTORS- *JUNIOR COLLEGES, *GROUP COUNSELING, *VOCATIONAL COUNSELING, *GROUP GUIDANCE, *COUNSELING GOALS, STUDENT PROBLEMS, LOW ABILITY STUDENTS, LOW ACHIEVERS, COUNSELOR EVALUATION, EVALUATION METHODS,

THIS GROUP GUIDANCE PROGRAM IS DESIGNED TO PROVIDE (1) A CHANCE FOR SELF-ASSESSMENT OF PERSONAL STRENGTHS AND WEAKNESSES, (2) IMPROVEMENT OF ATTITUDES IN HUMAN RELATIONS, (3) IMPROVEMENT OF STUDY HABITS AND TECHNIQUES, AND (4) REALISTIC ASSESSMENT OF VOCATIONAL ABILITIES. GROUP GUIDANCE IS INTENDED TO SUPPLEMENT, NOT SUPPLANT, INDIVIDUAL COUNSELING. THIS MONOGRAPH SUGGESTS CERTAIN ORGANIZED GROUP EXPERIENCES, PARTICULARLY FOR USE WITH UNDER-OR NONACHIEVERS, WHENEVER ENOUGH STUDENTS HAVE A COMMON PROBLEM TO BE SOLVED. THE COUNSELOR MUST UNDERSTNAD THE DYNAMICS OF GROUP BEHAVIOR, MUST BE A SKILLFUL DISCUSSION LEADER, MUST BE ALERT TO BOTH THE INDIVIDUAL'S AND THE GROUP'S REACTIONS, AND MAY CHOOSE TO BE DIRECTIVE OR NON-DIRECTIVE. SOME TECHNIQUES FOR CONDUCTING THE SESSIONS ARE (1) DISCUSSION, (2) SOCIOMETRIC (ROLE-PLAYING), (3) CASE CONFERENCE, AND (4) SELF-APPRAISAL. EACH TECHNIQUE IS EXPLAINED, WITH EXAMPLES OF ITS USE. WAYS OF EVALUATING THE SUCCESS OF THE GUIDANCE SESSIONS ARE (1) CONTINUOUS APPRAISAL (IN BOTH GROUP AND INDIVIDUAL SITUATIONS), (2) TERMINAL REIVEW (AT THE END OF A SEMESTER OR YEAR), AND (3) A CONTROLLED STUDY (OF THOSE WITH AND WITHOUT GROUP GUIDANCE OR UNDER VARIOUS PROCEDURES). ALL METHODS OF EVALUATION MAKE USE OF A SIMPLE QUESTIONNAIRE TO ANALYZE THE REACTIONS OF THE GROUP MEMBERS TO THE VARIOUS ACTIVITIES. (HH)

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GROUP GUIDANCE IN JUNIOR COLLEGE

A FRAME OF REFERENCE

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St. Louis-St. Louis County, Missouri

1967

FOREWORD

Predicated on the philosophy of the Junior College District, St. Louis - St. Louis County, Missouri, "Know thyself", it is the aim of the Group Guidance Program in the General Curriculum at Forest Park Community College, one of the District's three campuses, to serve youth and adults by helping them to discover and develop their talents to the fullest capacity.

Undergirding this philosophy is an attitude of respect for every type of human ability and for every individual student with his unique pattern of abilities and its hidden or undeveloped resources. In a group guidance setting group members can be helped to gain wholesome self-acceptance with respect to both - assets and liabilities - and to develop suitable plans for making the most of strengths and the best of weaknesses.

This monograph is designed to assist the counselor of students in this particular junior college setting in the organization and leadership of discussion group projects focused on human relations and personal growth through a group guidance program for youth and adults. Counselors who have the responsibility of group guidance in any setting may use it as a counseling guide since the projects suggested keep within the frame-work of accepted counseling procedures.

Group guidance methods herein described use the small-group discussion activity as the learning medium for personal growth of participants, conjunctive with individual counseling by the appointed group leader - the counselor. The group activities are designed to

(1) provide opportunity for self-assessment on personal strengths and weaknesses, thereby increasing self-understanding, acceptance of self, and acceptance of others

(2) provide opportunity for improvement of attitudes and skills in human relations, thereby enhancing communication and interpersonal skills

(3) provide opportunity for improvement of study habits and skills, thereby increasing awareness of techniques which make for effective studying

(4) provide opportunity for self-assessment in relation to vocational preference, thereby exploring values, expectations and aspirations as related to the world of work

It is hoped, therefore, that the contents herein will encourage the counselor to stimulate the students toward a greater awareness in knowing and making the most of their abilities. Most especially, it is hoped that these contents will assist the students in the General Curriculum Program at Forest Park Community College in finding a special kind of happiness and fulfillment in the knowledge that this program is an opportunity to learn, to discover, to grow!

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PART ONE

THE NATURE OF GROUP GUIDANCE

I. THE NEED FOR GROUP GUIDANCE IN JUNIOR COLLEGES

II. THE COUNSELOR'S ROLE

> "Worthwhile folks just don't happen. You aren't born worthwhile; you are only born with the possibility of becoming worthwhile. Your job is to discover the man or woman you ought to be."
>
> ..Robert Louis Stevenson

CHAPTER I

THE NEED FOR GROUP GUIDANCE IN JUNIOR COLLEGES

One of the major problems of the "open-door policy" existing in public, comprehensive junior colleges today is the extremely wide range of student abilities, interests, motivation, and achievement than is usually found in the lower division of senior colleges and universities with highly selective admission requirements. For this reason the junior college must combine a strong guidance component with academic proficiency. The junior college works with many students who come to it misdirected or uncertain not only of their personal strengths and weaknesses, but also uncertain of their career goals, training or educational requirements to attain these goals, and the proper study habits and skills to attain these objectives.

Many of these students require not only opportunities to repair weak backgrounds, but also opportunity to explore their perceptions of self, to relate self-ideal to reality, and to reorganize self-concept in order to bring about self-integration.

This exploration of his own feelings and attitudes may bring about not only self-understanding, but a self-acceptance which may release the student emotionally so that he is free to face facts and to deal with them more rationally. This facing of reality is especially necessary for the students in the General Curriculum Program at Forest Park Community College.

It is the counselor's task, then, through the use of a variety of informational materials accumulated through varied techniques, to assist the student in making use of available data concerning his psychological, and occupational situation. Group guidance is one such technique which, judiciously used, can facilitate the student's self-understanding, improvement of academic achievement, and formulation or modification of his educational and vocational choices. This procedure in no way replaces individual counseling, but is intended to supplement and support it.

Group guidance means different things to different people and research indicates that there is yet a semantics problem. It is sometimes associated with "group counseling", "group therapy", and "counseling psychology". In general, the literature in guidance gives little help in clarification of the differences among these group procedures for guidance. However, one thing is apparent: the differences do not reside in the objectives, for they are the same for all five approaches -- to help people attain a deeper understanding of themselves, solve their problems, and find their rightful places in life as responsible individuals of dignity and worth.

The major way in which the five approaches are differentiated is through the technique used and the composition of the groups concerned. Another major difference among the approaches may lie also in the professional competency of the group leaders. It is possible for a teacher who has undergone adequate training in all necessary disciplines to use all techniques involved; this is unlikely and rare, however. Even within the spectrum of training in guidance and counseling, the level of the counselor's training may greatly influence the development and success of the group guidance program.

The general purposes of Group Guidance are: (1) orientation to an unfamiliar environment or to new experiences; (2) provision of beneficial learning experiences which are or may be somewhat different from those in college curriculum; (3) setting a background for individual counseling; (4) adjustment and therapy.

Indeed group guidance appears to be coming into its own as an essential professional function in a modern personnel program. Its purposes as stated by Bennett (1963) are:

1. To provide opportunities for learning essential for self-direction with respect to educational, vocational, and personal-social aspects of life through
   a. Assistance in orientation in new school situations and in the best use of school opportunities
   b. Group study of problems of interpersonal relationships and assistance in choice of group experiences in the school life that may modify both individual and group behavior in socially acceptable ways
   c. Group study of problems of growing up, establishing adult adjustments, and applying mental hygiene in living
   d. Group study and sound methods of self-appraisal of attitudes, interests, abilities, personality and character trends and traits, and personal-social adjustments
   e. Group study and application of efficiency methods in learning
   f. Group study about occupational life and problems of occupational adjustment and progress
   g. Assistance through groups in learning how to project suitable, long-range educational plans
   h. Assistance through groups in learning how to project suitable long-range vocational plans
   i. Assistance in the development of discerning standards of value for making choices of experiences in various areas of living, and the developing of a growing philosophy of life
2. To provide opportunity for the therapeutic effects of group procedures through
   a. The perspectives gained from the study of common human problems
   b. The release of emotional tensions, increased insight into

personality dynamics, and creative redirection of energy through group study of these common human problems in a permissive atmosphere

3. To achieve some of the objectives of guidance more economically - and some more effectively - than would be possible in a completely individualized approach

4. To implement individual counseling and render it more effective through background study of common aspects of problems and the reduction or elimination of many emotional barriers to the discussion of unique aspects of common human problems

More specific objectives of group guidance pointed out by Cribben, (1964) are:

1. To help the student to satisfy his need for acceptance, security, affection, and a sense of service at a time when such help is needed.

2. To contribute to the balanced development of the student by assisting him in solving his educational, vocational, social, and personal problems.

3. To increase his self-insight and self-understanding.

4. To increase his understanding of others, his sensitivity to their feelings, and his respect for their convictions, even when he does not agree with these convictions.

5. To help the student to learn the cooperative ways of democracy in shared responsibility and shared satisfaction at success, in mutual assistance and concern for the good of all.

6. To provide a laboratory of human relations in which the student works coordinately with others on problems and projects of common interest.

7. To help the student to learn the communication skills of attentive listening, confident self-expression, and critical evaluation of ideas.

8. To facilitate the student's effort to learn wise leadership and intelligent followship, to fulfill assigned roles and to shift roles according to the changing conditions of the group.

9. To increase the student's rational independence of irrational group pressures, his patience in reaching agreement on a basis of consensus rather than majority vote, and his self-discipline for the greater good of the group without compromise of principles.

Therefore, when the General Curriculum student leaves Forest Park Community College, it is hoped that he will be better adjusted - a more mature person emotionally, with a more wholesome outlook. It is further hoped that he will have developed in a significant degree a feeling of security in his interpersonal relationships, in his educational goal, and in his vocational choice - to the extent that he will be able to make his own positive contribution to the society in which he will find himself.

To facilitate this goal, it appears necessary to devise some group guidance guidelines for these particular students; however, their use is not restricted to only this category of students whose high school grades, class rank, and college placement SCAT scores indicate that they may need additional assistance if they are to successfully pursue and achieve a college curriculum - technical, transfer, or continuing. While many books have been written on how to adjust in college, little of the content has been found to be applicable to low-achieving, educationally disadvantaged students commuting to a comprehensive, public junior college in a large, complex, urban environment.

The specific problem, therefore, is an attempt to devise guidelines, a sequence of potential experiences for the purpose of assisting these students in resolving problems that have prevented or that may interfere with their performance as a person, academically, or in the world of work. It is hoped that these suggested guidelines might assist the counselor in providing group guidance experiences which will, hopefully, enable these students in the General Curriculum Program to develop a greater awareness of their potentialities, including their strengths and weaknesses, and thereby develop a more lucid, realistic, and definitive self-concept.

The writer is aware that this monograph might have been titled: "A Group Guidance Curriculum" or "Group Procedures as Curriculum"' however, the use of the term "Curriculum" has been purposely avoided since it implies a prescribed course of study. Inherent in the term "prescribed" is the setting or laying down authoritatively for direction or control. This is not the purpose of guidance, whether in an individual or group situation, although the aims of instruction and guidance are similar. The writer's purpose is not to prescribe an organized guidance course, since group structure and discussion content depend upon the needs and desires of the group.

Within the writer's frame of reference group guidance is not a "curriculum", but an active learning process in which the inductive method is frequently used. Definite aims and objectives, a specified course outline, outside reading and study assignments are superfluous. There are no stated principles which must be followed verbatim. One may find that well-planned units, sequences, or progressions cannot be followed because of the needs and interests of the group. Even informational talks, when used by the leader, should serve to stimulate thinking, not stifle it, on the part of group participation.

Auxiliary activities or procedures such as self-appraisals, personality inventories, role playing, and similar techniques help the participants to think and feel; therefore, even these devices have their place in group guidance only when they aid the learning process.

This does not imply that "definite learning" will take place. It does imply, however, that the group participants are given the opportunity to gain definite knowledges from authoritative sources and to hear variant points of view from their group members and the leader. Whether or not they "learn anything" or gain new insights of value is their own responsibility. The counselor-leader, however, has the responsibility for introducing, clarifying, and summarizing information pertinent to the group sessions. This does not mean that a group participant may not also fill this role.

This monograph, then, is intended to take a look at group guidance in a junior college setting and to suggest organized group experiences for students within this framework, focused upon their needs, with emphasis on:

(1) making the most effective use of junior college resources, particularly at the Forest Park Community College

(2) clarifying their basic values, attitudes, loyalties, interests, and abilities - through exploration of the self-concept

(3) identifying and resolving problems which may be interfering with their educational progress

(4) formulating realistic and satisfying plans for the future through increased knowledge of effective study skills and occupational information

In the words of Brumbaugh, the purpose of the entire guidance program is to aid each student to discover his own abilities and limitations, to define his educational goals as clearly as possible, to clarify his vocational objectives, and to solve his personal problems.

Several principles are adherent in the success of a group guidance program, particularly in working with underachievers or non-achievers in a junior college setting:

1. Junior college staff members and particularly the General Curriculum staff members need to be actively concerned with the group guidance program.

2. It is important that these staff members be concerned also with an understanding of the purposes and methods of group guidance.

3. Group guidance is vitally concerned with changing attitudes (of students toward themselves, each other, study habits, educational, and vocational goals.)

4. Good relations between the group counselor and those with whom he works are basic to the success not only of the group guidance program, but the General Curriculum Program as well. The ability to accept and welcome feedback among all the staff members is a very necessary part of good working relations for the benefit of the students concerned.

5. An effective group guidance program develops slowly. It cannot spring into full bloom overnight.

Summary

There is a definite need for group guidance to supplement individual counseling in the comprehensive, public junior colleges today, particularly because of the wide range of student abilities and uncertainties of their educational and vocational goals. Many of these students also need to reorganize self-concept in order to achieve better self-integration. Group guidance is one such technique which can facilitate the student's self-understanding, improvement of academic achievement, and formulation or modification of his educational and vocational goals. Group guidance is appropriate whenever a sufficient number of students face a common problem and need help in solving it.

CHAPTER II

THE COUNSELOR'S ROLE

The major areas of counselor competency prerequisite to effective group guidance are (1) understanding the dynamics of group behavior, and (2) skill in discussion leadership. The same basic concepts necessary for individual counseling that Tyler (1953) posits are also basic for effective group guidance: acceptance, understanding, and communication. How the counselor views his role in the process depends upon several factors. Chief among these is the counseling and personality theory to which the counselor adheres. Another, however, is the conception of the function of the counselor in a group guidance setting.

One idea refers to the role of the counselor as that of becoming unnecessary - performing his job so well that he is able to permit the counselees to become self-sufficient and self-directed. When this happens, the counselor becomes simply a member of the group and the assistance the group members receive comes from the interaction and cooperation of the entire group.

A different point of view regarding the role of the counselor is that the counselor remains active as counselor, and although he wants his counselees to become self-sufficient, he does not abdicate, but is still the person with the training and experience to help the group members. Some counselors believe that in a group guidance situation one must strive to create a group which operates as a unit after a period of time together, and that all efforts should be made to treat the counselees in a group. The opposite point of view is that although individual members may become amalgamated into a group as a unit, the counselor continues to deal with each counselee as an individual, attending to his problems and his emotional needs when he presents them. This latter approach does not negate the interactional factors which make the group unique.

The counselor's role is that of being alert to each counselee's emotions, attitude, etc., just as in individual counseling, but also alert to the group's reaction to this emotion, attitude, statement, etc. The counselor, then, must understand and accept both - the individual's and the group's reactions, and not express approval nor disapproval since this may alienate a member or members of the group.

The counselor's role, therefore, is to use the procedure in which he is most skilled and feels most comfortable in using. Some counselors strive actively to have each counselee share as equally as possible in group activity, and try to constantly bring the non-participant into the group. Other counselors are most comfortable permitting the counselees in the group to act and interact as they wish, while at the same time reflecting the feeling and the content of each individual group member who cares to participate actively.

Each counselor, then, should make his own decisions regarding his role in this respect, and should experiment with innovations and adaptations sufficiently to ascertain those methods which prove to be the most useful for him. Beyond this aspect of the counselor's role, however, are other considerations if the group is to attain the objectives set by the counselor. These considerations pertain to the counselor's more specific role as group leader.

The counselor's role as group leader in a group guidance session is not the same as it would be as a teacher in a classroom setting. In the latter setting the teacher knows the answers to the questions he asks and the students are aware of this. Therefore, they attempt to give the answers the teacher anticipates. As a group guidance leader, however, the counselor must be one of the group to the extent that he is seeking with the students the best solution to a problem to which there may be no single "right" answer.

As stated earlier, the counselor should not enter into a group guidance conference by expressing approval or disapproval of student opinion or attitude, nor should he voice his own opinions unless directly asked by a group member. (This is not always easy to do on the part of the counselor who has once been a classroom teacher.) The reason underlying this is thus: When the counselor expresses or implies an opinion on an issue, it is natural for the students to agree or differ. Thus, in either case, the counselor sometimes becomes the center of interest rather than the problem or the student's experiences and opinions.

The counselor, without losing control, should be impartial, open-minded, tolerant, tactful, and courteous as leader. He must see that all points of view are expressed by group members, especially the wrong attitudes. If these attitudes are suppressed by the leader, there will be no opportunity for the group to assist in solving the problem, and thereby gaining new insights; students will also hesitate to be frank in their opinions, and much of the value of the group discussion will be lost. The counselor, as leader, must never be shocked at any opinion, but should accept it as sincere and worthy of consideration by the group.

The counselor, as an effective leader, may use a wide variety of techniques in the group guidance sessions, ranging from completely non-directive to slightly directive. Autocratic leadership has no place in a group guidance session. If "advice" is necessary, it can usually be given in form of a "suggestion" by basing it on something a group member has said or done. The writer feels that there should be an eclectic approach in group leadership based on active representation of the interests and wishes of the group. The following leadership techniques may be used at different sessions or all in a single session. Their use and frequency depend upon the group dynamics, discussion content, and needs of individual participants. The skilled counselor-leader varies his approach from a "leaderless" group discussion to one in which the group participant can ask direct questions of the leader and receive a satisfactory answer.

1. SUPPORT - giving attention or help to a participant through words of commendation, appreciation, focussing of attention on him, etc.

   "It was kind of you to get here early and arrange the chairs, Jim. Very thoughtful of you. I didn't know I was going to be late."

   "Gee, that's a beautiful sweater, Lora, and the color is so becoming!"

2. REFLECTION - repeating the verbal contribution of a participant to focus attention on the idea or feeling behind it. Th purpose may be to encourage further exploration or explanation of the idea or feeling.

   "You say you become bored in the Learning Lab?"

   "Did I understand you to say - 'you can be anything you want to be if you try hard enough.'?"

3. CLARIFICATION - enlarging upon or giving an illustration of the idea, attitude, or feeling expressed by a participant or the group - in order to emphasize or clarify its meaning.

"Ann, are you saying that you see no need of going into study skills because you already know why you failed two courses last semester?"

"I had a similar experience a few weeks ago when - - " (an illustration is cited which a group member had earlier mentioned.)

4. INTERPRETATION - explaining the significance or meaning of an idea, attitude, feeling or action - in order to give a definite impression of it for the group to further discuss.

   "Does it seem to the group that Mrs. Smith in the role-playing was more emotional over Marty's behavior than you would have been as his parent?"

   "The fact that Sue wants to continue this discussion next time makes it appear as though she has more to tell us about how she feels. Is this correct, Sue?"

5. QUESTIONING - a useful technique for many purposes. To redirect the discussion, emphasize a point, or elicit further participation: "You have discussed some of the aspects of maturity, but what about the behavior of an immature person?"

   To support a participant or assist him in self-understanding: "Paul, do you really feel that you can become an accountant even though you admit you've never liked math?"

   "Steve, you feel so strongly about becoming a white-collar worker; how does this relate to your feelings about what you consider menial jobs?"

6. GIVING INFORMATION - providing answers to questions as well as giving pertinent information pertaining to the topic under discussion; the counselor serves as a resource person since the group members are not expected to prepare for the discussion.

   Quote directly from authorities, experts, case studies.

   Answer questions objectively, avoiding a personal opinion unless it is asked. If you do not know the answer, admit it, and promise to find out before the next session.

7. LEADER SUMMARIES - summaries may be only a report of points made during the discussion or may include interpretations and implications as the leader sees them.

   Ways of giving summaries:

   Plan the last ten minutes of the session for the summary and decision of the group regarding the topic for next time.

If it is a lively session, don't interrupt it; let it continue until the end of the session; summarize at the beginning of the following session prior to continuing the discussion.

Occasionally ask a group member to give the summary or his interpretation of what he has learned during the session. Allow ten minutes for this because other group members may wish to add to or disagree with the summary.

The Counselor should aim to have the group operate in an effective climate conducive to group productivity. Every group session should provide an occasion for goal-directed production in terms of group and personal growth. A group may be healthy or sick. In a healthy group communication and participation are full and effectual. A group is healthy when -

1. all the members speak up about what they think
2. decisions are worked through until a general consensus of agreement is reached
3. well-informed members contribute ideas in the area of their competence
4. a member's value is judged by the merit of his idea
5. the whole group handles questions that concern the whole group
6. major issues get major time
7. major issues evoke mature approaches to change and "working through"
8. minor issues are settled with the attention they deserve
9. decisions reached by thorough participation are final and satisfactory
10. members really understand one another's ideas, plans, and proposals
11. members objectively center interest on goals and tasks
12. the group carries forward in the performance of tasks and the achievement of goals

13. the group works goalwise toward change
14. reward and criticism are shared
15. initiative and responsibility are encouraged by growth in a sense of personal confidence, competence, and worth
16. search of help from all sources is continuous
17. information is fed back into the group
18. the worth of persons is respected
19. group experience provides role satisfaction for its members
20. leadership facilitates participation and growth of the group members

Summary

The Counselor's primary function, therefore, in effective group guidance activities, is to assist in creating a friendly atmosphere in which the students can explore common problems and relationships. By listening attentively, the counselor conveys understanding and acceptance and thereby helps the students to express themselves freely, airing their hostilities, grievances, and major concerns, thus releasing their anxieties. The counselor aids catharsis and the development of insight by permitting analysis, interpretation, and reassurance to come from the group members. Through occasional questions and comments, he may aid clarification of feelings. As the counselor encourages the students' participation, their ego defenses will disappear gradually; they will explore their thoughts, work out their feelings, and hopefully gain insights regarding their behavior. It is then that they will begin to develop new attitudes and understandings, to perceive the nature of their concerns, accept responsibility for the consequences of their behavior, and learn new ways of coping with some of their problems.

PART TWO

SUGGESTED PROCEDURES

I. An overview

II. Structural Procedures

III. The Group in Session

IV. Evaluation of Outcomes

> "Since learning is something that the pupil has to do himself and for himself, the initiative lies within the learner. The teacher is the guide and director; he steers the boat, but the energy that propels it must come from those who are learning."
>
> .. John Dewey,
> "How We Think"

CHAPTER I

AN OVERVIEW

Group guidance emphasizes not content, but purposes, techniques, and relationships to individual counseling. In the implementation of the various tools and techniques of group guidance, it is important for the counselor to have a good understanding of the principles of effective group work, the skills used in group process, and a keen awareness of good human relations. Techniques used may be thought of as"learning techniques" since they involve assistance in gaining new insights, and changing attitudes and behavior.

The use of such techniques and tools to facilitate student learning might include discussions, sociometric devices, the case-conference method, and self-appraisal devices. Uses might also be made of: autobiographies (which should be kept confidential), records, including test scores and other data, panels, forums, symposiums, dramatizations, lecture, question-and-answer, oral reports, the participant-observer technique, supplementary readings, field trips or monthly tours to places of industry or business, bringing speakers to the campus for small group discussion or assembly programs, ~~and~~ "Monthly Vocational Spotlight", and other devices.

The counselor who conducts group guidance sessions, in addition to being trained, must be imaginative in the use of techniques. Kefauver and Hand (1941) have cited the methods they found in use by the imaginative teachers. Though they might be pedagogical procedures, there can be adaptability for use in group guidance:

1. Individual reports given by students
2. Informal discussion
3. Socialized class work
4. Group reports given by students
5. Supervised study
6. Formal lecture by instructor
7. Case studies made of real and hypothetical individuals
8. Extemporaneous talks by students
9. Contract and assignment
10. Dramatization

Regardless of the activities involved in group guidance, all are educational and embody the following characteristics:

1. They deal with students in a group. This group consists of a collection of individuals who have an explicit psychological relationship to each other.
2. They tend to emphasize the total development of the student, particularly his personal and social development rather than his intellectual growth.
3. They are more geared to the present and future problems of the student than to the wisdom of the ages.
4. They emphasize student interest, initiative, and participation more than teacher or counselor elimination and direction.
5. They provide for organized discussions and projects to a degree that is rarely possible in the typical classroom.
6. They are carried on in a far more permissive atmosphere than that which characterizes the usual classroom.
7. They have their origins in experiences and in turn, enrich them; as such, they supplement the students' formal academic education with the informal education of guidance.

CHAPTER II

STRUCTURAL PROCEDURES

There are several procedures which may be effectively used in Group Guidance. These can be varied according to the needs and desires of the participants:

(1) Completely structured discussion sessions.- The topic is known in advance so that participants can think about it before time for discussion. They may even wish to do some reading on their own to be better informed for making a contribution to the group discussion. Leader keeps discussion focused on topic and attempts to assist the group in arriving at some conclusions. Summary at close of session and plan for next session is formulated.

(2) Modified structured discussion sessions.- The topic is known in advance, but if group wishes to change the discussion focus during the session, it may do so. Leader serves only as a moderator, letting discussion move in any direction the group desires; leader summarizes discussion content, but no definite conclusions are sought for nor reached; plan for next session is made.

(3) Slightly structured discussion sessions.- The topic is known in advance by the group, but no specific approach to the topic is formulated. There is no attempt to either focus the discussion nor reach conclusions. Leader does not moderate except in instances where one participant is monopolizing the time and thus being unfair to the others. Group decides topic for next discussion.

(4) Unstructured discussion sessions.- No topic is known in advance. The participants talk about anything they wish. There is no nominal leader nor moderator. (The leader becomes a participant-observer and gives information when asked.) The amount of time each participant takes is controlled by the group itself. No definite conclusions are sought for nor reached. There are no decisions regarding the discussion topic for the next session.

A skillful leader can provide a meaningful, helpful relationship in any of the procedures; a completely structured discussion session can be as democratic and group-centered as one which is totally unstructured.

The leader must be versatile; as a counselor and discussion leader he must be able to shift from nondirective techniques to those which are directive as the situation demands. Sometimes a participant may transfer hostilities to the leader because he is reminded of a teacher or other adult whom he has disliked. If the leader maintains an impartial, objective, friendly-to-all role in the group sessions, the reactions of the group members toward him will stabilize in time and rapport with each member will gradually strengthen through the group experience together. The leader does not try to disguise what he really is - a teacher - but the role of counselor-leader, even as an observer, is predominant at all times during the group session. It is, therefore, impossible in this procedure, for the leader in an academic setting to assume a neutral role, as described in some psychotherapy projects.

CHAPTER III

THE GROUP IN SESSION

A. Devices for Beginning a Session

There are several devices which may be used to start and steer discussion:

1. Let the group members discuss anything they wish. This would occur in nondirective sessions. The leader could reflect something which one of the group members has said or ask a member how he feels about something another member has said, or merely say, "Well, what would you like to talk about today?" The leader should encourage frank expressions of feeling about oneself and others in such sessions.

2. Stimulate discussion by enlarging upon a subject of interest overheard in casual conversation before the group session formally opened. By careful listening, the counselor may hear a statement in which the total group may be interested as a discussion topic.

3. One whole session might be used as a "warm-up" period in preparation to discuss a touchy, difficult subject. The leader may serve to break down the verbal inhibitions of the group members.

4. A provocative question in which the group members are emotionally involved often needs no stimulation for group discussion. The leader may steer the direction by a careful phrasing of the lead-off question.

5. Role-playing (Discussed on page 36.)

6. The use of a rating sheet or check list may prove particularly effective if the participants feel inadequate or self-conscious. The paper and pencil may help the participant to feel more at ease.

7. An informational talk consisting of essential knowledges, case studies, book reviews, quotations from books, newspaper or magazine clippings.

   The writer has found the following to be an excellent way to stimulate discussion: The topic was "Defense Mechanisms"; mimeographed sheets containing the definitions were passed out and read by the participants. The leader reviewed the sheet, giving examples or illustrations of the mechanisms. The leader then asked the group members to recall instances of their use of defensive behavior where any of the mechanisms were used. Several sessions were held in this area which gave the participants opportunity for self scrutiny and gaining new insights.

B. The First Session

The counselor can set the stage for an effective group guidance session in various ways. The room should be prepared before the arrival of the group, and the counselor should, if at all possible, be familiar with the names of the group members and be ready to attach a face to the name from the very beginning. Because of the aims and objectives of group guidance, unlike other classroom sessions in the college setting, the counselor should address the members informally from the start, unless otherwise indicated. The sooner an informal, social atmosphere is achieved, the better will be chances for reaching objectives.

The seating plan most conducive for effective group discussions is a circle, or "round-the-table" grouping, if the group is small enough. Large lettered name cards can be placed on the table in front of each chair, or in a larger group, by use of a string, name tags can be suspended across the desk. Cardboard name tags can also be placed on the desk. If smoking is prohibited in classrooms, pencils and doodling-paper can be provided for motor outlets of nervous participants. The counselor must not assume that because one is doodling he is not listening actively.

Research in group dynamics has indicated that aggressive, talkative participants should be seated next to each other rather than facing each other across the table; this prevents two-way monopoly of the discussion. In a larger group, the same arrangement may not be necessary.

Another suggestion which has been found helpful is to place shy members near the leader. At the beginning of the first session, however, little will be known of the members - whether aggressive or shy.

The writer prefers self-introductions as the major activity of the first meeting. This may be done in several ways; a sample outline of one procedure is given below:

Introductions

> There are a variety of ways in which self-introductions may be made. When these are done, an air of camaraderie and reassurance should exist. The leader may wish to give each participant a typed outline to follow. The participant, however, does not have to follow it to the letter, and has the right to tell the group as much or as little as he wants the group to know. The following outline may be used with modification, as the group member desires:
>
> 1. Name and college status.- (In the General Curriculum Program the status still may vary.) High school, educational, and vocational goal; any changes in it since high school? Other colleges attended, etc.
> 2. Family background.- Places you have lived, family members, any facts about family members which have influenced your aims, attitudes, etc. . .Anything else you feel which is important to you in connection with your family members.
> 3. Work and travel experience.- Any work, military service, travel experiences in your life which you would like to share with us?
> 4. Goals ahead.- What would you like to be doing ten years from now? Occupation, marital status, service to humanity, etc.

If an orientation program has been conducted for all new students, and if a special orientation session has also been conducted for The General Curriculum students in a junior college setting, then the first session might run like this:

> Leader: Hi! May I welcome all of you! I'll first introduce myself, and explain what Group Guidance is all about. My name is ____________________, and together we'll be enjoying (I hope) these sessions at least twice per week, and I will be talking with each of you individually as often as possible throughout the semester.

(Leader describes Group Guidance and how it can be helpful to these particular students)

Perhaps you are already aware that you are in this particular curriculum of the college - The General Curriculum - because of a combination of factors.

(These are explained.)

Student: How can I get out of the General Curriculum?

(Leader explains how.)

Student: Is this like a psychology course?

(Leader explains relationship.)

Leader: All right. Can we get started? The first thing we must do is to get acquainted. We'll go around the circle (or table) and you can tell us a bit about yourself. Here are some outlines that may help - you can follow them or not - as you wish. I'll start and tell you about myself so that you can see how the outline can be followed if you wish to do so.

(Leader passes out forms, then gives self-description briefly. Others follow. Some will give quite complete descriptions; others will say very little. Depending upon the size of the group and the length of the self-descriptions, there may or may not be a few minutes left for initiating the first group discussion.)

The writer has found it helpful to use also on the first day: "An Open Letter to the Members of Group Guidance Course 95.015."

The purpose of the first session is to "warm up the group. The leader may observe that some group members may be very vocal while others are quite shy. At the next session the leader may wish to draw out the quiet ones. This might be done by asking their opinion on specific questions. This should be a gradual process, however. As the group climate remains permissive and a "we-ness" within the group is developed, oral participation will increase. (Oral is here emphasized because listening actively is also a form of participation.)

C. Some Techniques of Group Guidance

Four of the major techniques useful in effective group guidance which will be considered here are:

1. The discussion method
2. Sociometric techniques
3. The case-conference method
4. Self-appraisal devices

1. The discussion method.- The discussion method is the most widely used of all techniques. Bloom, in his article, "Research on Teaching by Discussion" (1954) defines discussion as

> ...a cooperative attack on a common set of problems, based on a common set of data, materials, and experiences, in which the problem is pursued to as complex and deep a level as possible. The instructor, ideally, in a discussion class helps the group focus on the common problem, helps them extend and deepen the problem, brings whatever resources he may have to the attack and finally helps the group recognize when the problem has been solved as well as the further implications of the solution.

While the definition is somewhat academic for group guidance sessions, it does have important implications which can be used in guidance.

Prior to beginning the discussion, the writer has found it helpful to explore such topics with the group as "The Role of the Discussion Leader", "The Role of the Group Member", "How Well do You Listen?", and "Contributing to the Group Discussion."

Among the advantages of the discussion method, the group members have the potential for helping each other through interchange of attitudes and ideas. Another advantage is that the leader has opportunity to observe behavior which may facilitate group and individual counseling. In the group the student's behavior may be significantly different from his private interview behavior. Whether he sits back aloof from the group, or whether he "takes over" can be indicative for further exploration by the counselor. Discussion of his behavior in the group session can be quite revealing; ego defenses and inner conflicts may be uncovered, and in a natural process the student can be helped to understand and accept himself. Even if no real insight is developed, he can learn to reduce tensions, to gain more self-confidence, and to improve his social skills.

Some counselors, in the group discussion method, see the leader's role as being highly permissive and non-directive, letting the students talk about whatever they wish, wandering from topic to topic. The writer is of the opinion that while a rigid adherence to topics is seldom, if ever, indicated, it is appropriate in most group sessions, especially in the General Curriculum Program, to keep the discussion within bounds. To permit a group to wander aimlessly through several meetings without purpose or design hardly seems advisable. To get the group back on the track, the counselor might say, "What does it appear that we have been doing here?" ..."I wonder why?"..."How do you think you are doing?"

The group structure and discussion content depend upon the needs of the group. The group guidance sessions could be a project in human relations or personal development, or a combination of both. They could be vocational guidance or center in other areas of indicated or expressed need. Regardless of the area of concentration, the counselor in an academic setting should not attempt to activate a deep group psychotherapy project nor attempt to handle deep-seated psychological problems despite how much psychology or psychiatry he has studied. These are best conducted in a medical or clinical setting outside the academic environment.

Several principles are inherent in the true group guidance process which the leader should keep in mind: (1) Group members are not forced into self-revelation, nor are they forced to even participate orally. In an "intimate group climate" they will speak up when they have achieved a readiness to do so. (2) Discussion topics may cover a wide range of personal and social problems. (3) Enjoyment of the sessions as social gatherings is considered an important factor in learning. The writer has held fruitful sessions on the campus grass with cokes, cookies, and other tidbits being munched. (4) The group leader does not necessarily limit himself to nondirective leadership techniques.

There are several techniques which can help in reaching the objectives of group guidance in the use of the discussion method:

1. Seating arrangement.- If possible, have the participants seated closely together in a position where they can easily see each other. A circle or semicircle where all can face the discussion leader has been found to be helpful by the writer. A blackboard is sometimes helpful.
2. Permissive atmosphere.- This does not mean that all sorts of comments irrelevant to the problem being discussed can be made, or that students can talk privately among themselves when someone else has the floor. It does mean that a student may express an opinion on a problem under discussion without fear of reprisal for holding such an opinion. This has a salutary effect on the student. Having expressed himself, he is much more likely to be receptive to the guidance of a group discussion than he would be if he remained silent through fear. His self-expression

places his opinion before his group members. Frequently, as valid objections are brought against his position by the group members whose opinions he respects, he will rephrase his statements, often modifying and changing his original position, until he is closer to a more accurate solution of the problem. He may even change his mind, but he does so willingly and not merely because of arbitrary, external pressure. None of this might happen if he had not felt free to express himself in the first place.

3. The problem to be discussed.- There are two major ways of handling the problem to be discussed; some group leaders prefer a complete freedom of choice of the topics to be discussed, and might begin by saying, "Well, what would you like to talk about today?" If one has a specific purpose, however, complete freedom of choice might destroy the logical sequence which the leader or counselor is trying to achieve. For instance, to discuss good study habits one day, techniques of job adjustment the next day, and good mental hygiene the following class session, would deprive the group of the cumulative, sequential, and integrated knowledge which is characteristic of the specific purpose. The leader may, however, permit students to determine how much emphasis is to be given to a particular topic or what aspects of it they wish to emphasize.

4. Phrase the problem.- If this is done in a constructive, positive way, the group can be stimulated to making positive, constructive comments. Besides being positive in approach, there

should be a "situation" basis for its introduction, and personal application should be avoided by the leader. Furthermore, the problem should be so phrased that it cannot be answered by a mere "yes" or "no", which would obviously put the burden of continuing the discussion on the leader.

5. *Initiate the discussion*.- Sometimes, no matter how well the problem is phrased and how much interest you know it intrinsically has for the group, no comment is forthcoming. No one wants to speak first. Especially will this be true at the beginning of the year when group members are new to each other. You might review the nature of a discussion, how it requires cooperative work toward a solution, how it requires free expression of an honest conviction without fear of retaliation, how the discussion is a joint responsibility, and what desirable attitudes should be held toward discussion.

   Be willing to *wait out the pause*. If several minutes pass, you might repeat the problem in a calm tone, perhaps embellishing it a little with an added point. You might even indicate that it is very normal to have a pause by saying so, "It's a new topic. Words don't come easily. Think it through." If silence continues, you might address the problem directly to some group member who usually is not afraid to speak up. As a general rule, however, it is better not to force anyone to speak until he is ready to do so of his own accord.

6. *Be the sounding board*.- When the first comment is made, repeat it in your own words, neither adding to it nor subtracting from it. You might even wish to write it on the blackboard,

depending upon the problem under discussion and the response. A repetition, however, makes it common property of all of the group members, not just one person's opinion. Once the areas of agreement and disagreement are rather well defined, summarize them and continue the discussion as the group desires.

7. Inject questions or reflections.- In the process of group dynamics, there might be occasion to stimulate further discussion by saying, "And what are the reasons for this?"...or... "Suppose we analyze that more closely"...or if one group member has been dominating the discussion, you might inject, "And what do some of the other members think?"...or..."Do you go along with Jim?"...etc...In making reflections, pick up the last line of what a group member says, repeat it, and wait for a student to comment "pro" or "con". This might stimulate further discussion. Do not force a group to come to a conclusion before it is ready. Once a conclusion has been reached on a specific part of the problem, move to the next unresolved aspect. It is important for the psychological factor of progress, the feeling of "getting there", that the group sometime should reach definite conclusions and feel that they are moving ahead. There will be other times, because of the nature of the discussion, that no definite conclusion will be reached, but it would be hoped that critical thinking has been stimulated on the part of individual students in the group.

2. Sociometric techniques (Role-playing and sociodrama).- Role-playing is a natural activity among human beings - both in primitive and modern societies. The normal child enjoys emulative play with plenty of action. Adulthood does not end role-playing activity, nor do the players always need costumes to project themselves into the character of another person. Role-playing as a group guidance technique often helps the participant to gain a better perspective of himself and others. When it relates to social situations or immediate problems, it is neither painful nor dangerous, and can serve to give full expression to the feelings of the participant in the role. Quite possibly his self-concept and understanding of others will be improved; he may see himself as others see him, and learn how to handle human relationships more skillfully.

Role-playing is a way of introducing ideas, points of view and emotional overtones into a discussion. Essentially this technique represents an unrehearsed acting out of situations which confront the members of a group. In an informal, lively, and dramatic way, members act out real life situations without real life punishment for consequences. The technique encourages participation, clarifies positions, and resolves difficulties. Role-playing has a plot - a problem with beginning, crisis, and denouement. It provides suspense. It is vivid and interest-commanding. Most of all, in group guidance, it has several beneficial uses in productive group work, as stated by Thelen (1954): (1) It develops involvement as a point of departure in getting the group in motion to command interest and to create a climate of warmth and acceptance; (2) It poses a specific problem which provides incentive so that group members have a common situation to face; (3) It tests alternative ways of dealing with a problem before the group; (4) It develops a sensitive awareness to the issue at hand; (5) It provides an opportunity to work through difficulties which arise in the course of the group process.

The core of role-playing is empathetic action and play-out of feelings either as oneself or the character being portrayed. As a counseling technique the purpose of role-playing is usually conflict-solution and insight learning. The terms, "role-playing", "psychodrama", and "sociodrama" have specific meanings in counseling, but the writer uses "role-playing" as an all-inclusive term. Moreno's terminology gives the following:

> Role-playing - any kind of action in which a person attempts to portray the character, attitudes, feelings or actions of another person.
>
> Psychodrama - the enactment of a life situation which holds emotional meaning and conflict for the central character.
>
> Sociodrama - the enactment of a life situation which holds a conflict, controversy or problem applicable to a number of individuals, group, or groups. Thus, the conflict situation deals with a problem which is common to a number of individuals rather than characteristic of one individual alone.

Illustrations of the above terms follow:

> Role-playing - a person shows his friends how the drunk acted in the cocktail lounge.
>
> Psychodrama - a psychiatric patient acts out a number of conflict situations in his life: (1) a fight with his brother; (2) running away from hume after a beating by his father; (3) being jilted by his girl-friend; (4) attempting suicide; (5) soliloquy of his obsessive thoughts and feelings of anxiety.
>
> Sociodrama - in three different scenes concerning the same problem, three persons take the parent role to show how each would handle a situation where his child appears to be guilty of stealing, without direct proof. The difference in playing the parent role is discussed, leading into the common problem of parent-child relationships.

Moreno and others prefer not to differentiate between psychodrama and sociodrama and call all role-playing "psychodrama" because role-playing is basic to psychodrama and sociodrama; a psychodrama might present an individual problem which is also a common problem; a sociodrama could involve personal problems as well as social problems. The implication is, however, that emotional content is definitely involved in role-playing.

For the writer's purposes - group guidance in an academic setting - the term, "role-playing", is used for all types of extemporaneous, spontaneous, and planned situational playouts. These may or may not include emotional involvement. They do, however, serve as empathetic practice for the group members, and can serve as a beneficial learning technique in some group guidance projects. In general, role-playing fulfills the following purposes:

1. Teaches empathy and interpersonal skills
2. Encourages outgoing, spontaneous behavior
3. Assists in attitudinal changes

Role-playing can be used as an effective counseling medium if the counselor does not lose sight of the fact that it is useful only when dealing with problems involving human relations. Its advantage is that it can bring out factors about human nature more effectively than any other counseling technique. It enables persons to gain insight into their own and others' feelings.

Briefly, the following procedure is followed when using role-playing:

> The counselor defines the problem, describes the situation to be enacted and the roles to be played. He selects students to play the roles, briefing them to be sure they understand the characters they are to portray so that they speak as the person in the role-play would speak.

Role-players are given a few minutes to think about and discuss the situation, but the dialogue is not written out nor memorized. The role-playing is stopped when the climax has been reached.

The counselor then leads in a discussion of the role-playing, asking questions, such as, "What did you think of what Mr. Smith said?" (Be sure to use the names of the characters rather than the names of the students).."Do you agree or disagree?"..."Why?" ..."What did the characters reveal about themselves?"..."What other solutions might be found in the problem?"

If time permits, you may wish to replay the situation (with the same or other players) giving different endings. (See bibliography for books and pamphlets on role playing.)

The writer has used the following assignment by passing out mimeographed sheets:

ROLE PLAYING

In our last group guidance session we discussed and participated in some aspects of Role-Playing. Many areas in group guidance afford the opportunity for both - group and individual - applications of problem-solving techniques to specific problems. Role-playing is a device for developing skills and insights in the realm of human relations by "acting out" situations which parallel real-life problems. Role-playing usually takes the form of psychodrama or sociodrama. The inherent difference between the two forms is that the educational psychodrama concerns itself with the individual involvement of a person with other people (such as the rebelliousness of an adolescent toward parental authority), while the sociodrama deals with problems lodged in a societal situation (such as undemocratic attitudes toward members of a minority racial group.) Apart from these content differences, the two forms are similar in techniques, goals, and underlying philosophy. Both of these dramatic devices are unrehearsed performances; this does not mean, however, that they are unplanned.

In our last session you were asked to structure the situation: select a problem or a relationship for dramatization which needed clarification for the group, or which indicated tensions which should be resolved. In addition, you were asked to define the roles which needed to be acted out, assign these roles to individuals in our group whose interpretation of the roles would illuminate the problem, and somehow involve the entire group - actors and spectators - in the activity. It was our objective, then, for the entire group to recognize the problem which is being treated and to develop insight about the people who are role-playing. At the same time - to examine self and develop new insights about self.

Let us try it again today - with improvement on the last session. After the presentation, all members of the group should contribute their reactions to the situation; how the presentation affected each of you; what new insights were provided; how you would have handled the situation differently; how goals might better have been achieved through other courses of action.

* * *

Consider the following:

Mark insists that he is going to become a doctor, even though his grades and intelligence test scores indicate that he lacks the necessary ability. He has a very likeable personality, however.

Bob has been passed over twice for promotion and feels that"the boss has it in for me," even though his supervisor explains that he is not yet ready for the promotion from "junior draftsman" to "draftsman".

Jim is constantly bragging about his power and strength, his popularity with the girls. He is aware that his friends are gradually leaving him out of their parties and other social affairs.

Mary is disgusted with the General Curriculum program; feels it is a waste of time since her credit hours will not be transferable to St. Louis University where she hopes to study social work. She discusses the matter with her friends.

Notes of Caution in Role-playing

The following suggestions are made regarding the use of role-playing in group guidance sessions. These concern the appropriateness of the activity as a learning device.

1. Don't rush into it.-
    a. Role-playing should not be attempted until the members of the group are well acquainted with each other and feel a "we-ness" in the group climate. Some groups establish rapport among themselves early; others are slow to do so. Generally, the smaller the group, the easier and the faster they warm up to each other.

    b. Begin with something light, casual, non-threatening, in which you - the counselor - participate. When the leader shows willingness to be a part of the group and to play a role, the group participants accept the new activity with more enthusiasm.

c. When the group has sufficiently established a friendly, permissive atmosphere, a formal sociodrama may be presented. The counselor should be aware of personal traits and keenly felt interests of the individual members of the group in order to best assign the roles to be played. Even here the counselor can play a role, thus giving greater support to the other group members. Later a group member may volunteer to produce a sociodrama, assisted by the other group members. Content material should lend itself to free discussion following presentation, which should be no longer than ten minutes.

2. Role-playing can provide variety.

a. This device can be used as the "spice" in the discussions and can be a welcomed change from a session of "just talking". It can serve to add amusement in a discussion which has become dull and perhaps uninteresting to several group members. It can serve as an excellent substitute for informational talks and a stimulus to lively discussions because it is a "warm-up" activity for the discussion. It can also serve as a springboard for activated group discussion.

3. Role-playing can provide encouragement and training in social skills.-

a. An intimate group climate helps the group member to accept himself, learn satisfactory adjustive techniques in human relations, and thereby accept others in the best way that he can. His self-esteem and feeling of worthiness can be enhanced by the group. If shy, role-playing may help him to learn social interactions. If he lacks verbal skills, and therefore seldom contributes an opinion, or if he answers questions in a monosyllable, role-playing may be the answer, for he has a need and desire to contribute to the discussion. The satisfaction gained can help this type of student to start in the direction of becoming more outgoing in the group.

b. Role-playing can also serve in aiding group participants to learn to meet situations which they feared because their weaknesses are exposed. For instance, a student who has been academically dismissed and placed in the General Curriculum Program must be ready to face embarrassing questions about his failure. Practice through role-playing in a friendly group where he feels accepted can fortify him for other settings and situations.

c. The group influence and sympathetic support tend to be more effective and pervasive coming from the group members as peers, rather than only that of the counselor. Role-playing may also serve as an extension of the counseling process in the group and used for expressing hostilities and "blowing off steam" which has been suppressed.

> It must be kept in mind that any aids will be of little value to the unimaginative counselor who attempts to use them mechanically. The skillful counselor will adapt them to meet the varying conditions which confront him as he meets each new group of students. All aids should be used with caution, and the effectiveness of the use of various devices is limited by the interests of the group and the qualifications of the leader.

3. The case-conference method.- The case-conference method is not to be confused with the case study method. The latter is essentially a research procedure to discover the facts that may assist in a wise solution of a special case. Various experts may be called in to pool their knowledges and suggest solutions of the problem involved. The case-conference method is an approach to the discussion of personal and social relationships by means of group thinking. The essentials involved are: (1) a problem stated in the concrete personal terms of a case, and (2) an attempt at the solution of the problem through the process of group thinking achieved through a conference.

Several general principles should be followed in the selection and preparation of cases: (1) Each case should represent a common or typical situation - not a spectacular or an unusual situation. (2) The case should involve persons and personal or social relations. The persons involved should be hypothetical - not members of the group. Since people are typical to an extent, group members may recognize themselves, their friends, or their associates. Members of the group or others known to the group members should not be used in these presentations since prejudices, hostilities, loyalties, etc. may be aroused. Also, it would hardly be possible to secure fair, impartial social judgements. (3) The case should be suitable to the particular group and challenging to the intelligence of the group members. (4) The case should have a definite objective. Enjoyment is fine, but this should not be the purpose. From the counselor's viewpoint, in order to obtain the best results, these objectives should be stated plainly in writing. The case chould not be hurriedly improvised without being carefully analyzed first by the counselor. Some revision may be needed.

Summary: The case-conference procedure, therefore, provides a forum in which social problems may be thoroughly discussed under competent leadership and solutions decided by the majority of the group. It provides a safe method of securing practice in the making of social or moral judgments. In the process wrong attitudes are hopefully overcome by enlightenment through group thinking and exploration.

Example of Problem for Group Discussion by Case-Conference Method

Case - A Successful Man

I. Objectives
  a. To consider the false gods of success: money, fame, position
  b. To establish reasonable evaluations of the various elements that enter into a broad conception of success

II. The Case

Mr. Jones was an immigrant to this country when he was a child. The only academic training he had was limited to elementary school and evening classes in adult education. One son, however, completed a course in auto mechanics in a trade school; another finished college, and a daughter is a nurse in a large hospital. All are doing well, have married, and have their own families. Outside of his shop where he is self-employed, his church, and his immediate neighborhood, he is practically unknown to the other citizens of his town. He still takes an active interest in his children's problems just as he did when they were young.

Mr. Smith is an outstanding architect, well-to-do financially, and the father of two daughters and a son. He is president of a national association of architects, president of his fraternity, and a leader in several community organizations. His social, professional, and civic obligations have demanded so much of his time that it has been impossible for him to spend much time with his family. His son quit high school after three years; one daughter has left home because she could not get along with her parents; the other daughter is having a difficult time getting through high school.

III. Issues Involved

1. Which man would you rather be at 50 years old? Why?
2. How much of the success of a man or woman depends upon the success of his/her children?
3. Can parents be successful without the help of their children?
4. What kind of success does a normal young person desire? Do standards of success differ in different communities? Is anyone as much of a success as he would like to be?
5. What are some of the elements of success? Do they vary at different periods of life? Do they vary in different communities? What can you do now to increase your own chances of success?
6. What part does money play in success? Education? Social position? Business, industrial, or professional leadership? The kind of job you hold? The respect of your neighbors? Service to the community? A happy home and family life?

Case - Absent without Leave

I. Objectives

a. To discuss the importance of being responsible and trustworthy
b. To show the importance of good habits of diligence and thoroughness rather than cutting corners
c. To emphasize the importance of using right habits in daily living that will be helpful in employment

II. The Case

John has a job where the boss is not always around. Sometimes he works overtime and is not paid for extra time. One day the boss came unexpectedly and could not find John. Later that day the boss returned and asked John for an explanation of his earlier absence. John's excuse was that he had gone to a nearby store for some cigarettes and had stopped for a few minutes to talk to a friend. The employer discharged him. John says that he was absent from work for only an hour and should not have been fired. The extra time that he had worked should have more than made up for any time he had taken off during the day.

III. Issues Involved

1. Should one ever be required to work overtime and not be paid for it? Why?
2. How is a person's promotion affected by his attitude towards overtime work for which he is not paid?
3. Do employers often require unpaid, overtime work? Have they a right to do so?
4. Was the boss justified in discharging John?
5. Does the boss have a boss? If so, who?
6. Might John's boss get into trouble if he could not find John at any time during the work-day? Why? How?
7. Are there any situations similar to this in a junior college or any other kind of post-high school training situation?
8. How can habits of daily living prevent such occurrences in employment?

The major aim in the case-conference method, then, is that of attitudinal change. The problem is stated in the form of a typical case, illustrating the undesirable attitude or practice; the group recognizes the problem as a common one and each member actively or passively recalls similar persons, situations, or experiences; the group then considers possible solutions by free discussion.

4. Self-appraisal devices

A group guidance project usually includes some kind of self-appraisal, the results of which are reserved for private conferences between the counselor and participant. The type of self-appraisal depends upon the needs of the majority of the group. The purpose, in general, is (1) to give the participant practice in healthy self-analysis, and (2) to provide helpful information for individual counseling. Self-appraisals include any kind of personal writing, checklist of personal traits, sentence completion tests, as well as standardized personality or occupational interest inventories, and projective devices.

(a) Autobiography.(confidential)- The autobiography has long been a rich and unique source of information about people's lives and has been used to gain a greater understanding of individuals. As a means of self-expression, it is invaluable because it allows for freedom of expression. The writer may choose to include or omit any aspect of his life that he wishes; he is not under the limitations of the face-to-face interview which is controlled by the counselor and which may be too long or too short. Rather, he can spend considerable time thinking about past events -and in writing freely about those which had special import for him.

The autobiography has been proved to be one of the most useful devices if it is structured in such a way that the participant may write as much or as little as he pleases, and if the participant is aware that the contents will not be discussed in the group, but in a private counseling interview. They may prove significant because of their emphasis or omissions, and participants should be urged to write freely, not concentrating on grammatical usage and spelling, but rather on telling of their feelings, frustrations, anxieties, hopes, goals. The following is an adaptation of a form developed by Professor John Rothney of the University of Wisconsin:

Outline for Critical Autobiography

Directions.- Write about yourself as frankly as you can, trying to give a true picture of yourself. Use the following framework, but make your write-up as long or as short as you wish.

The present - what kind of person are you?-

A. Are you emotionally mature?
    Able to make and keep friends
    Able to make decisions
    Able to accept responsibility
    Able to bring personal problems out in the open and discuss them frankly with someone
    Able to "win" modestly or "lose" gracefully, without alibis
    Able to carry on everyday duties even while under strain or when you dislike what you have to do.

(Please add any other ways you think emotional maturity is measured, and discuss your strengths and weaknesses as related to this maturity.)

B. Is your life well balanced?

Foundations include:

1. An educational or vocational goal that holds your interest and keeps you working hard at it.
2. Worthwhile leisure time activities which are a change from your work.
3. Comrades in your work and play.
4. A religious faith or philosophy of life - something to live up to, and to lean on in time of crisis.

Shock absorbers include:

1. The ability to relax whenever you want to and need to.
2. A sense of humor to keep you from taking life and yourself too seriously.

Attitudes include:

1. Facing reality - facing facts; doing the job that's got to be done, not procrastinating nor escaping from situations.
2. Being sympathetic to those less fortunate than yourself - not indulging in self-pity.
3. Trying to expand your areas of self-interest - not staying in a rut.
4. Trying to cultivate a love of beauty - enjoying nature, art, music, etc.

The past - how did you get this way?
What influences in your heredity and environment have molded you? Are your moods, likes and dislikes, habits and behavior similar to mother, father, brothers, or sisters? Did your success or failure in school affect the way you feel about "book learning" or about yourself as a person? Do you remember any teachers or other adults who did a lot for you when you were in elementary school? Did you have any happy or unhappy experience in your childhood that made a vivid impression on you, that helped to make you the way you are?

The future - what do you hope to become?
What are you striving for? What would you like to be ten years from now? Do you think you will be able to achieve your goal? If not, what second best goal can you reach which would be satisfying to you? Do you think you will be happy?

Another autobiographical method of self-appraisal which taps feelings and thoughts about many phases of self and life is the open question which calls for free responses from the students. A great variety can be used; the writer has used "Three Wishes" for several years, and meaningful replies have come from the students. Other variations might be: "What I Dislike about Myself". . "What I Like about Myself". . "What I'd

Like to Change about Me" . . "What Worries Me" . . . While replies can open doors to understanding, if good rapport has not been established with the group, the group members can be wary of exposing their innermost thoughts and feelings. Individual replies should always be treated as confidential; items can be tallied, however, and discussed in the group to indicate major concerns.

Another technique, a variation of the open-end question, is the sentence-completion method which is well-adapted to use in groups. Sentence beginnings may be well structured or relatively unstructured; they may begin with a series of words, such as these: "Sometimes . . . ," "Now . . . ," . . . "I like . . . ," . . . "I dislike . . . ." The writer frequently uses during the first week of school, "I am . . .," and students are asked to write the first ideas that come to their minds as long as they express their real feelings. The Rotter Incomplete Sentences Blank is very excellent for stimulus-response words. The counselor must be careful to avoid identification of students as well as any suggestion of undesirable or unworthy attitude, and to avoid blame or ridicule in any manner.

More objective approaches to self-appraisal is the rating scale for specific traits or characteristics. Personality inventories can also be indicative if used cautiously to reflect possibilities of which one may not be aware in subjective appraisal. Interest inventories can be used to indicate likes and dislikes in several areas, and although expressed interests may vary from manifested interests, an analysis may indicate some stable trends. Tests which are objective and standardized are also used to appraise abilities.

(b) Self-ratings.- The present tendency in group guidance today as it relates to self-ratings is to help the student acquire insight and self-understanding by providing him opportunities to discuss his problems and plans with a counselor or group of peers, to share in the study of information gathered on him, and to participate in evaluation of his progress. Studies of self-ratings, however, continue to substantiate the findings of Allport, Hollingsworth, and others, that self-ratings are low in validity and reliability. Superior individuals tend to underrate themselves; inferior ones tend to overrate themselves. Self-rating findings should not be discussed in the group, but rather in individual counseling sessions. However, general discussion about personality and personal traits can follow an informational talk by the leader in a group guidance session.

(c) Sociograms.- One type of sociogram is especially well-suited for students who are failing to make a satisfactory college adjustment. It is used in conjunction with group discussions on college adjustment, a well-balanced life, personal goals, etc. Based on nine criteria of success in college given in the book, Did They Succeed in College? (Chamberlin, et al, 1942,) the sociogram is done at the end of the group project. Two sheets are given to each participant: the first containing definitions of the nine criteria (fully discussed in previous group sessions); the second is the sociogram sheet with the names of all group members listed and spaces for rank orders to be assigned on all nine criteria for all participants (including the person doing the ranking). The results of the sociogram are discussed only in the final counseling interview, when other information and final test scores are given to the participant.

This sociogram helps to stimulate better attitudes and motivation toward personal growth. The counselor can use results in the individual counseling interview either for ego-bolstering or for "facing facts."

(d) Standardized personality and occupational interest inventories.- Usually a counselor uses certain test batteries with which he is familiar or which work well for him or those adopted by the college in which the group guidance projects are conducted. It is the writer's opinion that unless the counselor is highly skilled in administering and interpreting personality tests, it should not be done in an academic setting since even the taking of such tests can stir up anxieties within the student which the counselor is not prepared to alleviate. There is also the matter of time and cost of the personality tests to be considered. If such tests are used, they should be considered part of the individual counseling interview and not part of the group discussion activity.

D. Additional Techniques, Tools, and Methodology

The role of the counselor in group guidance is to aid the students in clearly identifying their needs, concerns, problems, and then help them to deal constructively with these areas through organized group experiences which will contribute to further learning. Besides the four techniques previously discussed, the following techniques, tools, and methodology may be used also as aids in resolving these concerns and conflicts:

- Audio-visual aids
  - The printed page
  - Films, records, tapes, slides or filmstrips
  - Radio and television
- Field trips, excursions, or visitations
- Discussion of test scores and their meaning
- Display of guidance materials (posters, exhibits, etc.)
- Occupational Informational File
  - (May be compiled as an assigned project based on the interests of the group members)
- Educational information
- The "core curriculum" approach
- Team-teaching techniques
- Case study method
- Readings, bibliographies, and biographies
- Research studies
- Parent participation
- Lectures
- Essays on such topics as
  - "Overcoming My Shyness"
  - "How I Understand My Abilities"
- Buzz sessions
- Extra-curricular activities
- Use of school records
- Speakers from within the academic setting
- Speakers from the community (business, industry, agencies)

Summary

Group guidance techniques, then, should be sufficiently diverse to meet the needs of the particular group. Among useful techniques are: the discussion method, role playing, the case-conference method, and self-appraisals. The problem-centered discussion method is most frequently used. Role playing is particularly useful for problems involving perception of views, opinions, or feelings of group members. The case-conference method enables the participants to gain insights through an awareness and identification of their ties with others who have the same or similar problems. Self-appraisal devices enable a student to gain increased understanding of himself - his strengths and weaknesses, and thus increases acceptance of and respect for self and others. Several other additional techniques may prove useful as an integral part of the group guidance program. Properly used, these techniques can not only aid in disseminating information, but provide unique opportunities in a permissive, democratic atmosphere where the students may gradually change attitudes and behavior as they relate to their peers.

CHAPTER VI.

EVALUATION OF OUTCOMES

> "Evaluation recognizes the need to know how much, but it is especially concerned with the question of "what value." This emphasis upon values distinguishes evaluation from measurement most clearly. Evaluation presupposes a definition of goals to be attained; the evaluator draws upon any source of evidence, qualitative or quantitative, or descriptive, that may be useful in judging the degree to which those objectives are attained."

CHAPTER VI.

EVALUATION OF OUTCOMES

The test of effective group guidance lies in constructive changes in attitudes and behavior of the students: attitudes toward themselves and others; behavior which transmits these changed attitudes into personal growth and significant living. This implies the maintenance of personal strengths and the adjustment to or diminishing of personal weaknesses. It implies increased indications of an emotionally mature individual in all aspects of living.

Within one frame of reference there are three types of evaluation which may be carried on with the group guidance program; two are essential, and the third is optional. First is the continuous evaluation which the counselor undertakes early and continues as the situation demands. This involves individual conferences with the students to not only talk about their problems, but to discuss how they feel about the group sessions. Simple, one-page questionnaires early in the program can be helpful as well as the same type of evaluation periodically and at the end of the semester. There is real value in unsigned questionnaires in which students can make one-word and one-sentence responses with the assurance that their answers will not be identified.

The second type of evaluation, more extensive than the first, but much the same, comes at a terminal point - the end of a semester or the end of a full year - when the counselor attempts to locate "bugs" in the process and profit by past experiences. The third type of evaluation is the controlled study. This may be done with several variations:

a group in the General Curriculum Program receiving group guidance vs. one which does not, or a group in which one particular procedure is used to the exclusion of others vs. a group in which a variety of procedures are used, and similar variations.

Some type of evaluation questionnaire is needed in group guidance to ascertain the students' opinions of the group guidance experiences in order to determine the necessary changes for improvement of the sessions, and subsequently the total guidance program. Among the several evaluative procedures which may be used is an outline of the following questions as subheadings, analyzing the reactions of the group members to the various activities:

Evaluation of the Group Guidance Sessions

A. Changes in Self-concept

1. Do you think that you understand yourself any better now because of the group experience? If so, in what way?
2. Which discussion topics were most helpful to you? (In order to help the students recall various sessions, a typed sheet listing the discussion topics and dates is given to him.)
3. Which parts of the group experience were most helpful to you? (talking, arguing, listening, role-playing, friendly contacts, self-appraisals - including autobiography, rating scales, etc., tests, counseling by group leader.)

B. Changes in Behavior

1. Did the group experience help you to change -
    - a. feelings, attitudes, ways of acting
    - b. ability to express a viewpoint, feeling "at ease" in a group
    - c. Actions in other situations or groups
2. Which parts of the group experience were most helpful? (Review A 3.)

C. Changes in Understanding and Acceptance of Others

1. Do you think you understand others better because of the group experience? Are you more accepting (tolerant) of others? (group members, friends, relatives, etc.)
2. Which discussions were most helpful in this?
3. Which parts of the group experience were most helpful? (Review A 3.)

D. Did you Enjoy or Gain Satisfaction from any of the Following?

1. acting the way you felt
2. saying what you wanted to say
3. griping
4. blowing off steam
5. relating personal experiences
6. listening rather than talking
7. winning an argument
8. friendly give-and-take in the group
9. friendly argument
10. making jokes, getting laughs from the group

E. Influence of the Group Guidance Experience

Do you think that the benefits derived from the group experience are temporary or something you can use in the future?

F. Have you any suggestions for improving the group guidance sessions?

Three measures of learning, then, gained through group guidance sessions may be:

(1) The participant's own idea of what he has learned: ways in which his self-concept, attitudes, and behavior patterns have changed, new study skills acquired, or modification of his vocational goal.

(2) The leader's observations and interpretations of behavior changes which show evidence of group guidance influence.

(3) Factual data which may substantiate (1) and (2). This includes reports from other staff members, parents, friends, etc.

A follow-up interview, questionnaire, or other means of communication should be used wherever possible to test the permanency of the learning.

Another method which can be used for evaluative purposes is the use of the tape recorder during group guidance sessions. The permission of the students involved should, of course, be secured in advance.

The following evaluative questionnaire has been used with some degree of success in the General Curriculum Program, Forest Park Community College:

CLASSROOM EVALUATION - GROUP GUIDANCE

Group guidance has been designed to assist you in exploring yourself and gaining new insights about yourself in relation to your future educational and vocational goals. Please answer the following questions as frankly as you can. DO NOT SIGN YOUR NAME.

A. SUBJECT MATTER

1. Do you think that Group Guidance has helped you to better understand your strengths and weaknesses?

_______ Yes
_______ No
_______ Not sure

2. Do you feel that the time spent in testing was commensurate with the amount of knowledge you gained about yourself?

_______ Yes
_______ No
_______ Not sure

3. Which of the following topics were of most help to you? (Indicate first, second, and third choices in order of helpfulness by placing "1", "2", "3", according to your preference.)

_______ Who Am I?
_______ Personality
_______ Defense Mechanisms
_______ Maturity vs. Immaturity
_______ Overcoming Shyness
_______ Philosophy of Life
_______ Study Skills and Habits
_______ Vocational Choices
_______ General Group Discussions
_______ None of These
_______ Other - Please List____

4. Do you think that the individual conferences have been helpful to you?

_______ Yes
_______ No
_______ Not sure

5. Do you think that the time spent in individual conferences was
_______ Too long
_______ Too short
_______ Just enough

B. CLASSROOM ATMOSPHERE

1. Is there
_______ Too much lecture
_______ Too little lecture
_______ Just enough

2. Is there
_______ Too much discussion
_______ Too little discussion
_______ Just enough discussion

3. Is the class too serious?
_______ Yes
_______ No

4. Have the group sessions been interesting?
_______ Yes
_______ No

5. Does the instructor indicate that she has a knowledge of guidance techniques and of people?
_______ Yes
_______ No

6. The instructor's way of conducting the group is
_______ Interesting
_______ O.K.
_______ Dull

7. The instructor is
_______ Patient with the students
_______ Impatient with the students
_______ Too patient with the students

8. The class respects the instructor.
_______ Yes
_______ No

9. The instructor respects the students in the class.
_______ Yes
_______ No

10. The instructor's manner of acting with the students is
_______ Formal
_______ Informal
_______ Sometimes formal; sometimes informal

If you could change procedures for Group Guidance and conduct it as you wish, what changes would you make? What would you include?

A. Group Discussions

B. Individual Conferences

On the reverse side of this sheet, write a paragraph on how Group Guidance has helped you, if it has. If it has not, write a paragraph stating your opinion of why you feel it has not. Do not sign your name.

Statements from participants.- To illustrate the kind of attitude changes resulting from group guidance sessions, statements picked at random from written evaluations are quoted:

> "These discussions have helped me to better understand my abilities and to set a realistic goal for myself. I especially found helpful the sessions we had on matching your abilities to the job because I saw that the goal I had in mind was unrealistic, particularly since math is my weakest area."
>
> or
>
> "I feel that these sessions have helped me to gain more self-confidence. I like the idea of talking in a group even though I did not say very much. The work in the Learning Lab seemed impossible at first, but as we discussed "How to Study" in Group Guidance, and I tried to apply what was discussed, I found that it wasn't so hard after all. I feel that I now see where some of my mistakes have been in the past and how I can correct them in the future."

On the other hand, participants sometimes reject opportunities for gaining self-understanding and warm human relationships within the group. Some have made the following comments:

> "I don't see where it has helped me. I wanted to be an airplane pilot when I came in here and I still want to be one. My mind was already made up about what I wanted to be."
>
> or
>
> "I knew my strengths and weaknesses before I came to this course; it was a waste of my time."

These members were not really group members; they rejected membership in the group even though the group tried to include them in the fellowship. They were not and never became in a state of readiness for the kind of learning they needed.

A change in self-concept is significant learning emanating from a group guidance project. In some cases the change was a gain in self-esteem, or reassurance that the person was a worthy human being. An example of such comment made in evaluations of the group experience follow:

> "Somehow I have always downgraded myself; I have never felt that I had anything to offer, but I wanted to come to the Junior College. I didn't study in high school; maybe I did not have much to study with. But here I have realized that everybody has strong points as well as weak points; you might as well take a good look at both sides and do the best you can to make a good life in the future. I am beginning to feel that I do have something to offer. I am somebody. I no longer look down on myself as I used to. So, I especially enjoyed the discussions on personality and accepting yourself. . . ."

Need for research.- There is great need for research as an evaluative tool. The full development of guidance programs in all areas has been limited by the paucity of research, both theoretical and applied. The recent National Defense Education Act has provided more testing and reduced counselor load; however, it has failed to support research that would provide a firmer foundation for student personnel work. Objective, controlled studies could prove beneficial in evaluating the effectiveness of group guidance.

For example, research is needed to compare the various group guidance approaches with each other and with individual counseling. It could be of value also for administrative and theoretical purposes. Here, the students should be included. Not only should the usual follow-up of students' reactions to their group guidance experiences be given, but there should be a plan for periodic evaluations of the course while it is in progress. This "feedback" assessment enables the counselor to know if he is meeting the needs of the particular students.

Frequently group members can suggest ways of improving the group sessions, which if pertinent and well thought out can serve to help the leader in understanding and counseling the group as well as counseling the individual members of the group. For instance, the majority of the group members may feel that the leader talked too much in the discussion sessions, or there was too much role-playing, etc. Although another group might react differently to the same amount of leader-talk or role-playing, the leader must be sensitive to the particular group's reaction and have enough flexibility and adaptability of procedures to fit group needs.

In large groups, one of the best sources of feedback is the log of individual student reactions to the group experience. Such a record can be kept by each group member who can hand in at a specified time weekly a statement of his reactions to the group experience. Such a record can be kept by each group member who can hand in at a specified time weekly a statement of his reactions to the group experience.

Because new programs of group guidance should be based on an experimental approach that allows for a continuous verification of its effectiveness, the evaluation should provide for a verification of results for all personnel concerned in helping the student to attain his objectives. This might include not only the students themselves, but faculty members, administrators, and sometimes school board members and others engaged in the teamwork approach. In some instances, it might include parents and community agencies.

Sometimes in large groups there is difficulty in establishing goals and objectives that lend themselves readily to evaluation; thus, much time and effort should be spent on obtaining evaluative results. Some possible objectives for the students in the General Curriculum Program of Forest Park Community College might be:

1. Pre-evaluation (written) of student's understanding of his abilities, interest, and opportunities
2. More realistic educational goals
3. More realistic vocational goals
4. Changes in attitude toward specific subjects
5. Improved academic progress
6. Lower school-withdrawal rate (forced and voluntary)
7. Greater participation in student activities
8. Greater confidence in social relationships
9. Improved interpersonal relations
10. Post-evaluation (written) indicating increased self-understanding in terms of aptitudes, skills, and interests.

PART THREE

SUGGESTED AREAS OF CONCENTRATION

VII. Exploration of the Self-Concept

It is his sense of self, his evaluation of where he wants to go and what he wants to be, which enables one to integrate his kaleidoscope of experiences into a coherent style of life and into a consistent core of basic resources.

CHAPTER VII

EXPLORATION OF THE SELF CONCEPT

Suggested Areas of Concentration

If the counselor wishes to conduct group guidance sessions using a semi-structured approach, the following areas are suggested since they provide for the organization of group experiences which will contribute to further learning and thereby help students not only to identify, but to solve their problems. It is not desirable for the group to wander at random nor for everything to be totally structured if the students are to understand their skills, abilities, and potentials, and thereby arrive at self-realization.

The following areas of concentration have been suggested because they have been found by the writer to fill a need in the gaps indicated by students in the Forest Park Community College setting:

A. Orientation

B. Who Am I? What Sort of Person Do I Want To Be? How Can I Reconcile These Selves?

C. How Can I Develop Effective Study Habits and Skills?

D. Exploration of Self in the World of Work.

The student explores, then, "How do I see myself as a student on this particular campus?" . . . "Who am I, anyway? What sort of person do I wish to become? Do I have the necessary capacities to become that person, or must I accept my strengths and weaknesses and reconcile myself to making the best of a good life as I am?" . . . "If I have the capacity to continue academic training, how do I see myself as a student? Do I know how to study? Am I aware of the meaning of effective study habits and skills?" . . . Finally, "Whether I continue academic training or not, my ultimate goal lies in self-realization in the world of work. How do I see myself as a job applicant? An employee?"

Each group guidance counselor must, with the assistance of the group members, use the content and approach best suited to the needs of the particular group. The following pages contain illustrations of the type of materials which may be used in this semi-structured yet quite flexible approach.

Clyde Kluckhorn and others (1953) point out that while there are many facets to a human personality, the most important is an individual's conception of himself, for it appears that it is around the conception of the self that the many other facets of a personality are organized, and that what a person thinks of himself, consciously or unconsciously, determines his behavior to an extent not commonly recognized.

The conception an individual forms of himself usually has a social reference. It generally takes the form of some kind of relationship between the self and others. In this sense the conception of self may be thought of as a role one intends or is expected to play in a social situation.

The conceptions of the self or roles of a human individual are acquired. One is born with biological needs, but acquires a self in the course of maturation and socialization. However, with the growth of the self, the needs for security in interpersonal relations become as important as, and very often more than, the needs for biologic satisfaction.

It follows, then, that the nature of the self system which an individual acquires in the course of socialization depends largely upon the kinds of personalities he is associated with, and the culture after which his activities are patterned, what the significant people in the environment think of him and the ways in which the socialization program is carried out.

While the number of conceptions of the self or roles an individual acquires necessarily increases with his social contacts, there seems to be a natural hierarchy among them. Those that are acquired early in the primary group are generally more important and basic than those that are acquired later in the secondary group contacts. It is perhaps in this sense that Sapir once remarked that, although a person may be a black sheep in the family and may later become a professor of subversive theories, there is in his personality something that is relatively stable and consistent. That something is the individual's basic conception of himself or his role acquired in his early contacts with his primary group.

Self-concept, then, is one's habitual way of looking at himself, and is generally not conscious. It is the single strongest factor on the natural level that motivates and directs behavior choices. Students in the General Curriculum Program need to be aware of: "Who am I?" . . "What sort of person do I want to be?" . . "How can I reconcile these two selves?" . . Since there should be an increased awareness of the image of the emotionally mature person with a healthy concept of himself, the activities on the following pages are suggested.

> So, you're in a new setting: College! You came for a "college education"? Colleges don't really "give" you an education. All they give you is an opportunity to exercise and develop your particular talents and powers, a chance to grow in awareness of yourself and the world around you.

A. Orientation

Orientation has long been recognized as one of the basic guidance services. It is a group process where a new group of individuals becomes better acquainted with the new environment. It may be thought of as preventative in nature since its ultimate goal is to prevent student maladjustment. Recently, however, the meaning of orientation has been expanded to include a broader frame of reference in the increased tempo of our ever-expanding, complex, technological world: to give students assistance in adjusting to new problems which will arise through life. Attitudes, understandings, and skills will be needed to cope with these new situations during a lifelong process; thus, the objectives of orientation have been expanded to include activities which aid in the attainment of this goal.

Orientation can be thought of as taking place just preceding entrance to a new academic setting, on the first day, during the first week, or as a continuous process throughout the first semester. While the writer believes that orientation should begin before the student enters the junior college, and that the most concentrated orientation should take place during the first week that the students are new to the college, the writer strongly feels that orientation should be a continuous process throughout the first semester. A continuing series of activities not only make it possible to provide for needs as they arise, but at the same time [illegible] helpful to the students in making a good adjustment in the new environment. The counselor may find that some remedial action is necessary, which may be accomplished in the group guidance session; however, individual attention may be required also.

Some orientation devices and activities are:

1. Pre-registration communications
2. Visits by students to the college
3. Visits by college personnel to the students (yet in high school)
4. The student handbook (issued by the college)
5. Small group meetings
6. Testing
7. Parent meetings
8. Get acquainted activities

Many colleges have what is known as "Freshman Week" or "Freshman Orientation Week" when the students take tests, become familiar with the physical plant and rules and regulations, and participate in social functions.

Research indicates that topics have changed little throughout the past thirty years in the group guidance orientation process. Topics yet being discussed are: How to Study, Adjusting to College, Use of the Library, Recreation and Extracurricular Activities, Social Development, Vocations, Sex, Courtship and Marriage, A Philosophy of Life, and less frequently, The Philosophy of Christian Living.

The more obvious orientation tasks have been adequately described by Bennett (1963):

1. Learning about school and community facilities. Although this appears a simple task on the surface, it is not easily achieved when the scope is increased to learning about the world, cultural development, and occupational training.

2. Learning how to use available services and resources within the institution. This objective can be accomplished when students learn to use the school's health, financial aids, placement, and library services. Tours of offices and movies showing services or the school in action may be helpful supplementary devices.

3. Learning to adjust to new people. Making new friends, acquiring skills in conversation, dancing, improving personal appearance, poise, tact, and self-confidence are all a part of the orientation program.

4. Learning more about self as one basis for making choices and plans.

5. Learning about the purposes and values of curricular offerings and how to choose subjects wisely.

6. Learning about the values and opportunities in extracurricular offerings and how to choose them wisely.

7. Learning more about the world of work as one basis for the formulation of long-range plans in harmony with interests and abilities.

8. Learning how to study and learn effectively, and to evaluate progress.

9. Learning how to participate effectively as a good citizen by developing traits of leadership and democratic social interaction.

10. Learning how to achieve desirable self-dependence and social sensitivity.

11. Learning self-direction in all aspects of living.

12. Developing a set of values as criteria for choices and life adjustments.

Several studies have been made in attempts to evaluate the effectiveness of orientation programs. Eckert (1943) made a comprehensive evlauation of the general education program of the General College, University of Minnesota, which had guidance objectives inherent in the program. Similar studies could be made by counselors in group guidance programs. Tests keyed to the program, student judgments, evidences of students' adjustments, and a follow-up of students beyond the college years pointed to gains in understandings fundamental to good personal, sociocivic and vocational orientation and adjustment, and to definite changes in the direction of more appropriate and realistic vocational ambitions for those students who had taken advantage of both instruction and counseling for vocational guidance.

Froe and Lee (1956) found significant gains for college students on reading and study skill tests following a two-week orientation program in which 65 groups of seven students each met with faculty members to consider their test profile sheets, study techniques, use of the library, and selection of courses. Other similar studies may be found in the literature, some of which is suggested in the bibliography.

Orientation, therefore, can foster the personal growth of the students in any academic setting. It serves as a catalyzer within an institution to keep it flexible and responsive to a changing population, and at the same time as a conserver of intrinsic and enduring values.

Forest Park Community College
The Junior College District, St. Louis-St. Louis County, Missouri
September 19, 1966

AN OPEN LETTER TO THE MEMBERS OF GROUP GUIDANCE COURSE 95.015

Hello! Welcome to Forest Park Community College, one of the three campuses of the Junior College District, St. Louis-St. Louis County, Missouri! Welcome, also, to the General Curriculum Program at FPCC, and especially to our Group Guidance! Between now and January '67 we hope you will discover the joy of improving your personal, social, and academic skills, and achieving on your own as a college student. Here we have some of the most dedicated administrators and teachers who will offer you the opportunity to learn. The true measure of your success, however, will be determined by how well and how quickly YOU develop the ability to develop yourself.

The Junior College District is still very new, having been established in 1962, and classes beginning in January, 1963. It is very challenging and exciting, and you can have a part in helping to establish traditions. Not only is the college new, but this is a new experience for most of you also. Very few of us start out on any new experience without feeling lost. If you take a good look at some of the problems you're likely to meet this first year, you'll be better prepared to face them as they arise. From time to time we shall be discussing some of the problems that not only junior college students face, but students even in a four-year college. We hope also that together we can arrive at ways of solving these problems.

As your friend and counselor, may I make a few suggestions which might help you to succeed here:

(1) Learn everything you can about the Junior College District, in general, and the Forest Park Community College, in particular, as quickly as possible. Study the Student Handbook, the college catalog, the Information Bulletin. Ask questions. Become informed!

(2) Discover the full range of opportunities which the JCD offers. There are many "technical programs" as well as "transfer programs". Discover what your real interests and abilities are. (We shall be doing some of this through tests.) Try out for sports, choir, the student government, or other extra-curricular activities, if you have interests or abilities in these areas.

(3) Make the best grades you can right from the start. Don't let the comparative freedom within the college classroom and the absence of specific day-to-day written assignments in courses lull you into a false sense of security.

(4) Don't underrate yourself because you were placed in the General Curriculum Program. It was designed to help you. On the other hand, be willing to look at yourself realistically and don't overrate your capabilities either. Aim high realistically!

(5) Budget your time wisely. If you are among the large percentage of our students employed full-time, it is even more imperative that your time for study, extra-curricular activities, recreation, personal grooming, etc. be planned carefully.

(6) Maintain good physical health. There will be times when you might find it necessary to "burn the midnight oil" for studying. Just remember, however, that you can't measure up to the demands of college unless you are up to par physically.

(7) Maintain good emotional health. Feel good mentally! Don't let worry, self-consciousness, a feeling of inadequacy, or anything - make you feel miserable. Feel that you like everyone and everyone likes you! Remember, all of us have strengths as well as weaknesses. Invest your assets to add to your self-confidence account!

(8) Public junior colleges, such as ours, are often referred to as having "an open door policy." Remember, however, that ours is a revolving door. Decide now on which side of it you will end. The challenges within the revolutions of the'door' are wonderfully stimulating, but you will have to find them so for yourself.

(9) There are "three doors" leading out of the General Curriculum Program, and you can be successful by exiting through any one of the three as long as it is the most appropriate one for YOU. "Door One" leads to placement in a post-high school training agency in the community which may be more appropriate for YOU than here at FPCC. "Door Two" leads to placement in desirable and suitable employment in the community. "Door Three" leads to placement in the technical or transfer program within our Junior College District. Please do not feel that you must exit through "Door Three". Everyone should not go to college; everyone, however, should obtain special training beyond high school sufficient to acquire a salable skill and earn a decent livelihood. There are ways of obtaining this skill other than college. Everyone, if he desires, can be successful in some field of endeavor if he carefully assesses himself and realistically faces facts about himself.

And now - about this particular course: Group Guidance - It is not really a course, as such, but a process - a method of procedure. You will participate in informal sessions in which you will explore: perceptions of yourself, self-understanding, how to improve your study habits and skills, and making the wisest educational and vocational choice which is best for you. In addition to our group sessions, there will be individual counseling to aid you in these or other areas of concern.

The General Curriculum Program challenges you to improve and prove yourself. For most of you it is a "second chance" because you did not do well in high school. It is, indeed, YOUR CHALLENGE. Take it! Have a wholesome attitude about the program right from the start, for it was designed especially for YOU! Have fun in learning, improve your academic skills, learn more about YOU. Get along well with others and remember that teachers are people too; they appreciate friendliness and understanding just as much as you. They are individuals, and each one is different. Learn what each one expects of you and get off to a good start. If you have problems - personal, social, educational, financial, vocational - any kind that might interfere with your best achievement here at FPCC, come to me and let's talk about them. I'm at your service! You're off! Smooth sailing!

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FOREST PARK COMMUNITY COLLEGE
The Junior College District, St. Louis-St. Louis County, Missouri

Fall Term 1966 THE GENERAL CURRICULUM PROGRAM Group Guidance
Course 95.015

Personal Data Survey

Name________________________ Male______ ____________________________
Student Number
Address_____________________ Female_____ _____________ _____________
Tel. No. Birthdate
Marital Status? Married____ Single____ Separated____ Divorced____

Occupation (if working)____

Where Employed___________________________ ___________________________
Name of Company Address of Company
Number of working hours per week________ ___________________________
Exact hrs. of employmt.8-4 etc.
Last School Attended___________________ When?_____________________
Name and Location Date of Attendance
Former Curriculum Pursued (if any)___________________________________
(Example: Liberal Arts, Hotel-Motel,etc.)
Number of credit hours (if any) accumulated thus far_______________
(Do not include courses failed.)
Educational Goal____
(two years college, four years college, etc.)
Vocational Goal____
(First Choice) (Second Choice)
Do you feel that your goal is realistic? That is, do you feel that you have or can acquire the necessary capabilities to reach this goal? Briefly explain why.____

____

____

____

What or who influenced you to attend Forest Park Community College?

____

Do you clearly understand the purpose of the General Curriculum Program and why you were placed in it?______________________________

____

What do you hope to gain from Group Guidance?____________________

____

____

Any other comments?_________________________________

* *

Early Orientation Activity

Study of the College Catalog, College Handbook, Information about JCD.- The following is a list of words found on practically every college campus. Familiarity with these terms should help you to become better orientated to their meaning on our campus:

1. Absence policy
2. Academic, Academic Dismissal, Academic Probation
3. Accredited
4. Associate degree
5. Audit
6. Co-curricular programs
7. Counselor
8. Course load
9. Credit, credit hour
10. Curriculum
11. Elective

12. Extracurricular
13. Field of concentration
14. Grade point average
15. Humanities
16. I. D. Card
17. Intramural
18. Junior College
19. Liberal arts course
20. Matriculation vs. non-matriculation
21. Orientation
22. Prerequisites
23. Probation, Scholastic and Disciplinary
24. Professor
25. Registrar
26. Scholarship, on
27. Semester
28. Student Personnel Services
29. Technical course
30. Transcript
31. Transfer credit
32. Tuition, Maintenance Fee, Activity Fee
33. Withdrawal

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SUBJECT: COURSE OUTLINE FOR THIS SEMESTER

The following outline may be used as a guide for this semester. Please do not expect that it will be followed "to the letter". Because of the nature of Group Guidance, it is not imperative that we follow a specific outline at all, and certainly not in a day-by-day routine as is done in a regular classroom setting. Group Guidance is not a class, but a process. The following outline will give you an idea of the topics which we shall be pursuing this semester. It does not mean, however, that other topics may not be discussed if you so desire. There will be two group sessions per week supplemented by individual interviews throughout the semester.

DATE	ACTIVITY
	ORIENTATION
September 19-23	Fill out "Personal Data: form Get-Acquainted Period - with each other and with school - - Review of Student Handbook, pertinent terminology used in college, college catalog data essential for early orientation. Discussion: Communication and its importance in our group sessions.
	SELF-CONCEPT
September 26-30	"Who Am I?" - - How do you see yourself? How did you become the kind of person that you are? What sort of person do you wish to become? Your personality and YOU.
October 3-7	Your attitude is showing. Basic emotional needs Using "defense mechanisms" wisely
October 10-14	Increasing one's self-confidence
17-21	Emotional maturity vs. immaturity
24-28	The ultimate goal: self-acceptance - self-respect
	IMPROVING STUDY HABITS AND SKILLS
November 4	Don't drift; have a goal. Plan your work and work your plan! Good mental and physical health are necessary.
7-11	The value of a wholesome study environment Can you concentrate? Interest is the greatest aid. Are you listening? Are you thinking?
14-18	How are your reading skills? Remembering is based on understanding.
21-25	Building a good vocabulary Preparing themes and term reports Giving oral reports
November 28- Dec. 2	Notetaking and notekeeping; using the library effectively; studying specific subjects

December 5-9	Preparing a better examination paper 1. Objective exams 2. Essay exams

EXPLORATION OF SELF IN THE WORLD OF WORK

December 12-16	Your vocational goal: Is it realistic? Consider job requirements Sources of job leads
19-23	Techniques of applying for a job Preparing for an interview Appearing for an interview
January 2-6	Why people sometimes fail to get the job they seek What employers say they want Getting ahead in your chosen field
9-13	Success - What does it mean to you? Developing a sound philosophy of life
16-20	Final evaluation of course Review and Summary (No final exam)

NOTE: No textbook is required for this course. REQUIRED RESOURCE BOOKS are: Successful Adjustment in College by Chandler and others, and How to Study by Morgan and Deese. Both are found in our college bookstore. Do get the "library habit" and peruse there on topics of interest which we may discuss in our sessions. Several tests will be given you in connection with the topics to be discussed; these will include at least one standardized test in areas under discussion. Rating scales will be administered also - at least one for every area under discussion. These tests will in no way affect your grade for this course. The purpose will be explained at the time they are administered.

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WHY AM I HERE?

1. Can I state the philosophy behind the establishing of the Junior College District, St. Louis-St. Louis County, Missouri?

2. What are my purposes in coming to college? (Name at least three, putting the most important first.)

3. What are the stated aims and purposes of Forest Park Community College as found in the college catalog?

4. How do my purposes and those of this junior college agree?

5. How do my purposes and those of this junior college differ?

6. What will I have to accomplish for me to consider my college career successful?

7. Specifically, why am I in the General Curriculum Program of this junior college, and what do I hope to accomplish?

HOW DO I LISTEN?[1]

As we observe the process of group dynamics in our group guidance procedures this week, we have become more aware that - - -

We hear and recognize what we have a need to hear and understand. We perceive what we have a need to perceive --- in terms of our own values and attitudes, and we use what we perceive to buttress our own opinions and ideas --- Our hearing, then, is selective---since we hear what we want to hear and tune out the remainder.

Listening objectively is an undeveloped skill which you must make a special effort to develop this semester ---

Listening requires self-control--- Let's keep in mind these points while LISTENING TO OTHERS:

1. Stop talking. You can't listen while you are talking.

2. Develop empathy. Try to put yourself in his place so that you can see what he is trying to express.

3. Ask questions. . .when you don't understand. . .when you need further clarification. . .when you want to show that you are listening . . .but don't ask questions that will embarrass him or slow him up. Don't ask a question merely for the sake of asking.

4. Concentrate on what he is saying. Actively focus your attention on his words, his ideas, and his feelings related to the subject under discussion.

5. Look at the other person. His face, his mouth, his eyes, his hands . . .will all help you and him to communicate. Make him feel that you are listening.

6. Leave your emotions behind. Try to push out your worries, your fears, your problems. They may prevent you from listening well.

7. React to ideas presented - not to the person. Don't let your reactions to the person influence your interpretation of what he says. His ideas may be good even if you don't like him as a person or the way he looks.

8. Listen for what is not said. Sometimes you can learn just as much by determining what the other person leaves out or avoids in his talking as you can by listening to what he says.

9. Listen to how something is said. We frequently concentrate so hard on what is said that we miss the importance of the emotional reactions and attitudes related to what is said. A person's attitudes and emotional reactions may be more important than what he says in so many words.

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[1] Excerpt, Proceedings of the Workshop in Human Relations and Group Guidance, Saint Louis University, June - July, 1963.

10. Don't antagonize the speaker. You may cause the other person to conceal his ideas, emotions, and attitudes by antagonizing him in any number of ways: arguing, criticizing, taking notes, not taking notes, asking questions, not asking questions, etc. Try to carefully appraise the particular situation and be aware of the effect you are having on the other person. Adapt to him.

11. Share responsibility for communication. Only part of the responsibility rests with the speaker; you, as the listener, have an important part. Listen attentively; try to understand what is being said, and if you don't, ask for clarification.

* *

TESTING DURING ORIENTATION

Suggested Tests (These have been used in the General Curriculum Program at Forest Park Community College.)

Kuder Preference Record

Sequential Tests of Educational Progress (STEP)

Reading
Writing
Essay
Mathematics
Social Studies
Listening
Science

Edwards Personal Preference Schedule

Allport-Vernon-Lindzey Study of Values

Brown-Holtzman Survey of Study Habits and Attitudes

Brown-Carlsen Listening Comprehension Tests

General Aptitute Test Battery (GATB)

Prior to administering these tests the counselor should attempt to allay the students' fears and relate the purpose and necessity of these tests, as well as do whatever possible to prevent the students from becoming bored, thereby assisting them in doing their best. This is especially important for these students who are already "test-blocked". It might be helpful, then, to discuss such questions as: "What is a test?", "What are the purposes of testing?", "What are the types of tests and specific purposes of each?" Discuss test terminology, such as "percentile" and other similar terms. Finally, discuss: "Of what value are these tests to you personally?" Test interpretations are best given during the individual interview with the student.

The counselors as well as the entire staff of the General Curriculum Program must keep in mind the following points when utilizing test results in diagnosing student difficulties and in further planning to meet the needs indicated by tests and other evidence:

1. Test results are valid in the degree to which constructive use is made of them in securing improved educational and vocational adjustment and distribution.

2. As far as possible, tests should be used which measure the achievement of the students with respect to the purpose of this particular program within the framework of the philosophy and basic purposes of the Junior College District.

3. No test is infallible.

4. Achievement in a particular subject usually bears a close functional relationship to general intelligence.

5. Intelligence tests involving language are not highly valid measuring instruments for students who have language difficulties.

6. Scores on all intelligence and achievement tests are influenced, to some extent, by practice.

7. The real cause of a disability may be far removed from the disability as revealed by a test. (Hasty conclusions concerning the reasons for low scores should be avoided, and the assembling and careful analysis of a variety of information about each student should be the regular practice.)

There are various ways of interpreting test results to students, and a counselor tends to use the approach with which she/he feels most comfortable. Whether the descriptive, genetic, predictive, evaluative, statistical or clinical approach is used, the counselor should use language which the student understands. Students need to know their test results so that they may utilize the self-understanding achieved through such knowledge in selecting areas of concentration, planning exploratory experiences, accepting and appraising recommendations or suggestions offered them by the counselor or other staff members, setting and altering goals, and making plans to attain these goals. The specific interpretation should be woven into the individual counseling interview in relation to educational achievement, educational and vocational planning, etc. It should be extended over several interviews rather than concentrated into a single, somewhat formal conference arranged specifically for that purpose. Sometimes it is possible to give general interpretations of test data to students in a group without identifying students. This approach, however, should never replace the individualized interpretation given to each student.

B. Who Am I?

"I am a part of everything that I have met."

As these students in the General Curriculum Program organize their self-concepts through exploration during the group guidance sessions, it is inevitable that each should ask himself, "Who am I?" It is the "I am . ." type statement that reveals the student's own conception of himself. It is this self-concept that guides the self-descriptions as the student answers questions on a personality rating scale or interest checklist. It is the "I am . ." which causes him to be greatly motivated or to lack motivation. Therefore, it is of value to spend some time in the guidance sessions exploring: "Who am I?" . . "How did I become this kind of person?" . . or . . "What persons or experiences have greatly influenced me as I see myself?" . . "How do others see me?" . . "What do I believe in?" . . or . . "What is my philosophy of life?" . . or "What are the most important things to me in life?" . . "Where am I going?" . . or . . "What are my goals as I see them?" . . "What kind of person do I want to be?" . . "What kind of person should I become?" . .

The expectations one has of himself are closely related to how one sees himself - his role in a particular situation. This awareness of one's identity can assist the student in charting his future educational and vocational goals.

> Impression Chart - How Do You Rate.-What kind of impression are you making on those around you? Your teachers? Your classmates? Your colleagues? The first impression you make on people is often a lasting one - and sometimes very difficult to change. Here are some keys. See how you score on a first impression.

		Yes	No
1.	Do you smile readily and often?	___	___
2.	Are you neatly (not necessarily expensively) groomed at all times?	___	___
3.	Do you have a firm handshake rather than offering what feels like a dead fish?	___	___
4.	Is your posture naturally straight, shoulders back, head high (and yet not in a haughty manner)?	___	___
5	When talking to a person, do you look into his or her eyes?	___	___
6.	Do you speak clearly and audibly, instead of mumbling?	___	___
7.	Do you show special respect for other people, such as opening a door, holding a door open for someone coming after you, picking up an item dropped by someone, etc.?	___	___
8.	Do you make it a practice to greet others with a friendly "Hello", or do you forget or ignore this common courtesy?	___	___
9.	Are your actions free from nervous mannerisms, such as chewing on something, biting your nails, clearing your throat, scratching, etc.?	___	___
10.	When a person is talking, do you give him or her your undivided attention instead of appearing to be bored?	___	___
11.	Are you genuinely interested in other people?	___	___
12.	Do you have a number of interests or hobbies?	___	___
13.	Is your language free from flagrant errors, profanity, or an overuse of slang?		
14.	Is it habitual for you to use courteous expressions, such as "please","thank you","I beg your pardon", etc.?	___	___
15.	Can you easily put yourself in the other person's place and give him or her the same consideration which you would desire in similar circumstances?	___	___

SCORING: Give yourself two points for each "yes" answer.

ANALYSIS: In general, the following analysis is usually found to be true:

26-30 points - You make a very good first impression, one that encourages people to want to know you better. Your associates admire you and may look to you as sort of an ideal.

12-24 points - Like many of us, you are no paragon of graciousness. People tend to brush past you in their first meeting, and you have to prove your worth in their eyes. A little more polish would help you a great deal.

0-10 points - You are licked before you start and are indeed masterful in driving people away from you. You can help yourself by practicing good manners and self-confidence, the keys to making a good impression.

Your score is your secret. This is yours to keep and be aware of as we move from here into our first Group Guidance Session on "Who Am I?"

— — —

Shaping your personality.-To continue our discussion on Personality, it might be helpful for you to answer each of the following statements by placing a check in the appropriate column at the right.

Do you know how personality develops?

	True	False	Don't Know
1. People are either born leaders or born followers.	____	____	____
2. A boy can inherit his father's criminal habits.	____	____	____
3. Religion or the lack of it has little effect on the kind of personality you develop.	____	____	____
4. If you try, you can change your temperament completely.	____	____	____
5. Some people have no emotions.	____	____	____
6. A boy and a girl can develop exactly the same kind of mature personalities.	____	____	____
7. Only uneducated people are prejudiced.	____	____	____

	True	False	Don't Know
8. Since you make your own personality, your family has nothing to do with it.	____	____	____
9. Some people are born insane, just as others are born crippled.	____	____	____

Your Goal: A Mature Personality

A Personality Checklist

	Yes	No	Don't Know
1. Do you know your strong points and weaknesses?	____	____	____
2. Do you try to live with those personal limitations which cannot be remedied?	____	____	____
3. Have you an educational plan?	____	____	____
4. Have you a vocational goal?	____	____	____
5. Have you moral principles by which you try to live each day?	____	____	____
6. Have you a sense of responsibility?	____	____	____
7. Are you usually self-confident?	____	____	____
8. Have you a number of interests and hobbies?	____	____	____
9. Do you keep your emotions under fairly good control?	____	____	____
10. Do you have a sense of humor?	____	____	____
11. Do you get along well with people?	____	____	____
12. Are you able to work well in spite of your fears?	____	____	____
13. Do you have a balance of study, work, and recreation?	____	____	____
14. Do you have a clear conscience?	____	____	____
15. Do you stick to your own convictions in spite of what others may do?	____	____	____
16. Can you laugh at yourself when you do something foolish?	____	____	____

	Yes	No	Don't Know
17. Can you adjust easily to new situations, problems, and people?	___	___	___
18. Are you interested in other prople, rather than yourself?	___	___	___
19. Do you try to solve your life problems on the basis of the facts you have rather than how you may feel at a particular moment?	___	___	___
20. Do you take life in the stride, living one day at a time?	___	___	___

Discussion Take-Off

It is not so much "what you know" or "whom you know" as it is "how you feel" that makes the difference between adjustment and maladjustment. How you feel depends upon the personality that you have developed. It depends upon your attitudes, appreciations, relative values, and upon the emotional climate in which you live. How you feel depends upon the degree of emotional maturity you have achieved.

Accompanying every act of a person's life is an inner feeling: a response of satisfaction or discomfort. Each feeling so influences subsequent feelings that a pattern of response is formed which helps determine whether an individual will grow up emotionally mature or emotionally handicapped.

Each individual should learn to accept himself and plan his future according to his own talents and individual limitations. This realistic approach to self should enable a person to recognize his status and compensate for, or sublimate weaknesses in his personality or environment. It should enable him to discover and utilize his own potentialities. In satisfying these ego needs it is likewise important for an individual to seek new experiences leading to varied interests and hobbies. He must expand or change his traditional thinking and modify personal prejudices. Feelings of personal worth, of being wanted, of belonging, of being successful - are all important if these ego satisfactions are to be achieved.

Nobody ever reaches and maintains perfect personality integration. No person is completely and adequately adjusted in every way; all deviate from the norm in some characteristics, and such deviation is recognized as natural and normal. Extreme deviations, however, produce great disturbances in the lives of individuals and cause society considerable concern and expense.

Growing up emotionally is a lifelong ongoing process always in the state of flux, due both to the nature of the individual at any given time, and to the nature of his environment during periods of stress and change.

To change one's behavior it is necessary to change the way one feels; to change the way one feels, it is necessary to change one's experiences so that feelings of security, personal worth, and acceptance gradually take the place of one's negative feelings.

An emotionally mature individual, a well-integrated personality, has a variety of different interests; he can absorb himself in his work, in thought, in recreation, in loyalty to others. He can look at himself objectively. He can see his goals in relation to his potentialities, and his present objectives in relation to his future objectives. He has a philosophy of life in which he can find his relationship to other individuals and to society. He can manage his emotions of love, fear, hate, and pleasure for his own benefit as well as in service to others. He can face life honestly and realistically.

Because there was such a large number of your papers at the last class session which had the topic, "Overcoming My Shyness", there is indication that we need to spend some time here.... Let us remember that everyone at times feels self-conscious, embarrassed, and shy. When faced with strange or delicate situations, it is normal to feel a bit unsure of yourself. Our concern here is learning how to deal with shyness and self-consciousness. Let's keep in mind the following:

1. There is a difference between shy and being reserved. Although many people seem to be reserved by temperament, most shy individuals have learned to act that way. Shyness may be a passing phase of growing up, or it may result from a person's failing to accept himself as he is, or from a serious feeling of inferiority. (We shall discuss or role-play several examples in class.)

Consider this: The serious "ins" are inferiority and inadequacy. What do we mean by each? How do people get that way? What can they do about it?

HOW TO DEAL POSITIVELY WITH FEELINGS OF INFERIORITY AND INADEQUACY

1. Convince yourself that you were not born shy, inferior, or inadequate. You have acquired these feelings either by allowing some limitation to take on an exaggerated importance in your eyes, or from your unfavorable experiences with other people.

2. Look back over your life and try to discover whether there is any genuine reason why you should feel shy, inferior, and inadequate, or whether you have learned to "make a mountain out of a molehill". Consider all the good things you have done in your life - your successes, the friends you've made, etc. Do not concentrate on your failures.

3. Since self-analysis is always a risky proposition, talk over your feelings with a trusted and competent teacher, confessor, or other older person. Make the most of their experiences in trying to solve your difficulties.

4. Observe other students in your own age range and you may be surprised to find that many of them suffer from the same feelings. This observation will prevent you from feeling that only you have these feelings. You can learn to master them, however.

5. "Keep your eye on the doughnut and not the hole." Everyone has some deficiencies. Concentrate on and build up the positive abilities you have. What about the term we used on our quiz, "compensation"? What does it mean psychologically?

6. Strengthen what is weak. Use a definite plan. Demosthenes and Teddy Roosevelt did.

7. Have courage, be optimistic, and keep trying intelligently. Do not expect to overcome these feelings in a few days, but have confidence in your ability to master them.

8. Distinguish between what can and cannot be changed. Do not beat your head against a stone wall. Become informed about many things. Reading, observation, and practice will help you to have "something" to talk about.

9. Start NOW! Don't wait. You will find that gradually you will acquire the skills and attitudes that promise success. SELF-UNDERSTANDING is the first step.

ARE YOU IN GOOD MENTAL HEALTH? ARE YOU MATURE? Life is full of decision-making . . full of conflicts, and many times a person is temporarily frustrated. The individual in good mental health will respond with calm and effective behavior. There are many desirable ways of adjusting to frustration and conflict. One may attempt to modify his environment so that he can achieve his goals or he may adjust his goals to his environment.

All experts agree that the individual with a mature personality gives evidence in his daily actions of the following characteristics:

1. He understands himself. (His strengths and weaknesses; tries to improve.)

2. He takes life as it comes and faces its realities confidently and objectively.

3. He knows how to solve his problems in the right manner.

4. He accepts himself as he is and thinks of himself as a worthwhile person.
5. He has specific,attainable goals in life.
6. He has high ideals, right principles, strong character, and good habits.
7. He satisfies his needs in an orderly and balanced manner.
8. He has an interest in the world, in other prople, and healthy attitudes toward them.
9. He has the imagination to dream, the courage to decide, and the strength to act.
10. He has developed or is in the process of developing his intellectual, technical, and human relations skills.
11. He has a true philosophy of life which enables him to make sense out of day-to-day activities and to put first things first . . life has meaning for him.

* *

WRITE AN ESSAY for the next class session on one of the following topics:

"Overcoming Roadblocks to Personality Development"

"Defense Mechanisms and How We Use Them"

"Influences That Have Shaped My Personality"

"Balancing My Emotional Needs"

"My Goal: A Mature Personality"

(Some of these data on Personality have been adopted with the publisher's permission from It's Your Personality by McMahon, Harris, and Cribben.)

C. How Can I Develop Effective Study Habits and Skills?

> "Learning is an act of discovery and discovery comes only to the curious, to the questing."

Developing effective study habits and skills.-

A. Don't drift; have a goal
B. Plan your work; have a workable schedule
C. Good mental and physical health are necessary
D. The value of a wholesome study environment
E. Can you concentrate? Interest is the greatest aid
F. Are you listening? Are you thinking?
G. How are your reading skills?
  1. How to read a textbook
H. Remembering is based on understanding
I. Build a good vocabulary
J. Preparing themes and term papers
  1. Make an outline
K. Giving oral reports
L. Notetaking and notekeeping
M. Using the library effectively
N. Studying specific subjects
O. Preparing a better examination paper
  1. Objective exams
  2. Essay exams

There are many excellent books on the market dealing with "How to Study", and material therein can be easily adapted to meet the needs of the particular group.

Discussion Take-Off

How Good Are Your Study Habits?

College demands good work habits. The course load is heavy and the competition is keen. You cannot depend on your teachers to review materials you are supposed to cover on your own. To help pinpoint your strengths and weaknesses as a student, answer the following questions. The first 15 deal with your basic skills as a student; the last 10 deal with your pattern of study. Read each question thoughtfully and check either "Yes" or "No" before each question.

_____Yes _____No 1. Can you read as well as you should for a college student?

_____Yes _____No 2. Can you comprehend what you read without having to read it over and over again?

_____Yes _____No 3. Do you take clear notes on what you read?

_____Yes _____No 4. Are you able to give a resume today of something you read yesterday?

_____Yes _____No 5. Can you write a clear, logical sentence?

_____Yes _____No 6. Can you write an effective essay examination?

_____Yes _____No 7. Do you understand almost all the words you read and hear?

_____Yes _____No 8. Is your vocabulary still growing?

_____Yes _____No 9. Do you understand and use the writing pattern of books you read?

_____Yes _____No 10. Do you read footnotes, graphs, charts?

_____Yes _____No 11. In reading a book, do you use the index, table of contents, foreword, and chapter titles?

_____Yes _____No 12. Do you know when you have studied a topic well enough to go on to another?

_____Yes _____No 13. Do you know how to outline?

_____Yes _____No 14. Do you know how to read a book you are going to review orally in class?

_____Yes _____No 15. Can you write a book review?

_____Yes _____No 16. Do approaching examinations cause you to worry unduly?

_____Yes _____No 17. Do you wait until the last possible moment before doing your work?

_____Yes _____No 18. Do you review regularly during the semester?

_____Yes _____No 19. Do you have special techniques for final review before a test?

_____Yes _____No 20. Do you set a definite goal for each study session?

_____Yes _____No 21. Do you have difficulty in concentrating on your work?

_____ Yes ____No 22. Do you find it hard to get started on your work?

_____ Yes ____No 23. Do you waste study time?

_____ Yes ____No 24. Do you have trouble in completing your work?

_____ Yes ____No. 25. Do you carry a loose-leaf notebook with you at all times during the school day?

Did you answer "No" to any of the questions from 1 - 15? If so, you have a fundamental study problem, and should work on improving your study habits. Did you give the "wrong" answers to the last 10 questions? If so, it is apparent that you need to develop better study habits. Further discussion may revolve around:

Plan Your Study Time

1. Find out what each course demands.
2. Prepare a tentative study plan.
   You remember best what you have just studied.
   Study time will vary from course to course.
   Study when you are at your best.
3. Modify your plan as needed.
4. Lay out your plan and use it.

HOW TO STUDY

Preparing Daily Assignments

1. Do you write down your assignments rather than trust your memory?
2. Does your mind wander when attempting to do assignments?
3. Are you able to organize work so that daily assignments are quickly and efficiently taken care of?
4. Must you be interested in your subjects in order to do well in them?

- -

Do you KNOW what you are supposed to do? Let us look at some of the factors for successfully understanding the requirements of the daily assignment:

1. Reading in the textbook
2. Outside readings
    - a. books
    - b. magazines
    - c. newspapers
3. Number of pages to be read
4. Complete reference
    - a. author
    - b. publisher
    - c. date
    - d. edition
    - e. exact title (if needed)
5. Date assignment is due
6. What do you do with the material?
    - a. summarize it
    - b. outline it
    - c. take notes

Your method of study largely determines your success in the course. Here are suggested steps in preparing daily lesson assignments:

1. Develop an interest in the course. Motivation is the most significant factor necessary for learning. Effective learning is achieved by the person who is interested or who makes an effort to develop an interest in the course.

2. Know what you are supposed to do. Understand the directions - ask questions for clarification.

3. Record the assignment. Include date the assignment is due and other pertinent information.

4. Have a definite place to keep your assignments.

5. Begin working the first day of the course and keep up to date.

6. Be sure to have all materials for study at hand so they may be used as needed.

7. In reading textbook assignments, learn to skim, read quickly for main thoughts, formulate questions, then read carefully to answer your questions.

8. Mark your book, if it belongs to you. Develop your own system of symbols, and use it.

9. Begin promptly to study. Don't permit yourself to procrastinate.
10. Concentrate. Work intensively.
11. Give extra time to mastery of vital points.
12. Tie new information to knowledge you already possess.

- -

PREPARING FOR AN EXAM:

1. Know the assignment.
2. Prepare assignments regularly.
3. Review daily and weekly.
4. What to do after exam date is set:

   Pay close attention to the announcement - write it down.
   Find out what type of test will be given.
   Be sure you know what materials are to be covered.
   Set up review periods that allow you to study for the exam between the time of the announcement and the test.
   Work with other well-prepared students after each of you has studied independently for some time.
   The night before the exam you can make a brief review, but it is not a good plan to work late. To be at your best for the exam, a good night's sleep will be needed.

D. Exploration of Self in the World of Work

> The other morning it was necessary to take a guest to an early train. By the time we got home, it was too late to go back to bed and too early for breakfast, so we spent the time cross-changing the tires on the car. So writes Glenn Stewart, in KVP Philosopher.
>
> While engaged in this pastime, the garbage man showed up. Changing the can for a clean one, he set the full one down and started a conversation. He was a young fellow, maybe 25 or thereabouts. We asked him how he liked his job as a garbage collector.
>
> "I like it fine!" he exclaimed. "Boy, this is really a job! Some day I'm going to have a garbage service of my own, and it'll be even better. I start to work at six, and I'm through by noon. Then I spend all afternoon and evening building me a new home. The wife helps me. This job pays a lot better than you'd think. Ten cents a can. Got enough customers to knock down 120 bucks a week. My boss just took off for two weeks out West. Some folks think this is the last job in the world they'd want to do, but there's plenty who say they don't own their own home, and aren't half as much their own boss as I am. I figure if you put all you've got into your job, no matter what it is, you'll get what's coming to you. Goodbye now." And he departed, whistling happily.
>
> No, there are no menial jobs - only menial people.

The choice of an occupation is one of the points in life at which all young people are called upon to state rather explicitly their concept of themselves; to say definitely, "I am this or that kind of person." Similarly, how to obtain, hold, and adjust to a job is a process of determining: (1) whether the job permits him to play the kind of role he wants to play; (2) whether the role the job compels him to play is compatible with his self-concept; and (3) whether he can actually live up to his self-image on the job he selects.

An understanding of self and the world of work are especially essential ingredients for the success of the students in the General Curriculum Program, since it is anticipated that the majority of these students will enter the world of work immediately following or even prior to their tenure in this program.

The student must be helped to face reality and come to terms with himself as he is. He should then be ready to reevaluate his aspirations, some of which may no longer seem appropriate when examined in terms of his new self-understanding. He may clearly see not only why he cannot, but should not move into the transfer nor technical program of the Forest Park Community College, but might well be placed in a different post-high school training setting in the community.

It is the counselor's task, therefore, through the use of a variety of informational materials, to help the student make use of available data concerning his psychological, educational, and occupational situation. In exploring and choosing an occupation, the student is, in effect, choosing a means of implementing his self-concept.

One of the ultimate goals of group guidance is to help students to find their places in the world of work where they will be reasonably satisfied and successful. They will be more likely to reach this objective if they are well informed about occupational opportunities and requirements in relation to their own abilities, skills and interests. Therefore, the acquisition of facts about jobs becomes an intermediate objective prior to the ultimate objective. Intermediate criteria used in other evaluations include ratings of students' vocational plans as suitable or unsuitable; realistic or unrealistic in relation to what the counselor knows about the students' abilities or about employment opportunities.

Suggested activities for exploration of the world of work.-

1. An analysis of one occupation in which the student is interested, following a prescribed outline
2. Visits to places of employment to observe jobs
3. A classification of local workers, to give students a picture of the kinds of employment available
4. A follow-up by questionnaire and telephone of the occupations of the two most recently graduated classes
5. Collection and reading of printed matter on various occupations

The job-seeker must know about -

1. Himself
2. Occupations
3. Employers
4. Job-hunting
5. Job trends
6. Job changing

1. Knowing about Himself is to know his personality, his interests, and his abilities.
2. To know about Occupations is to study various fields of work in relation to one's self.
3. The job-seeker should study Employers, the kinds of persons they are, and what they expect of the employee.
4. In knowing about Job-hunting, the job-seeker is aware of the places to look for jobs, how to complete application forms, participate in interviews, and why young people fail to get and hold jobs.
5. Knowing about Job-trends helps the job-seeker to train for jobs that are in demand.
6. In the study of Job-changing, the job-seeker knows how to leave a job. He should be able to compare the new job with the old one in order to know the advantages the new one has over the old one.

Questions to think about.-

1. How can you learn more about the vocation in which you are interested?

2. Will the vocation of your choice be challenging and interesting for the rest of your life?

3. Do you know the specific advantages and disadvantages of the occupation you now plan to enter?

4. Will the vocation under consideration furnish economic returns that will satisfy you?

5. What specific additional training do you need for your chosen vocation?

    A - How do you plan to obtain this training?
    B - Do you feel that your vocational and educational goals are realistic for you?

6. Do you know how to apply for a job?

7. What characteristics are employers looking for in employees?

Where to go for jobs.- Learn about sources of job leads; some of these are:

1. Local State Employment Office for facts about job opportunities in your community.

2. Relatives, friends and neighbors for information about possible jobs in the field you have decided upon.

3. Your college maintains a placement office.

4. The "want ads" in the newspapers and trade journals.

5. The classified telephone or industrial directories for the names of firms hiring workers in your field.

6. Non-profit employment agencies, such as the YMCA, YWCA and the Urban League.

Some of the important personal qualities that employers want in employees:

1. Ability
2. Dependability
3. Initiative
4. Reliability
5. Good attendance
6. Efficiency
7. Loyalty
8. Cheerfulness
9. Helpfulness
10. Unselfishness
11. Perseverance
12. Thoughtfulness

People sometimes fail to get the jobs they seek because:

1. Their appearance is not suitable for the work they are seeking.
2. The wages that they ask are unrealistic.
3. They lack sufficient training for the work.
4. They have an unbusinesslike attitude or behavior.
5. They ask too many questions about the job, giving the impression of reluctance to do the work.
6. They show extreme nervousness.
7. They have an unfriendly manner.
8. They fail to show up for an interview at the appointed time.
9. They take a second person, friend or relative with them when looking for the job.

Exploring the Vocation of______________________________

1. If I enter this vocation, what will my standing in the community be?
____

2. What are the rewards or satisfactions other than money received?
____
____

3. Will this particular job require a college education? Yes____ No_____

4. What additional training do I need?______________________________
____

5. What will be the approximate cost to prepare myself for this vocation?
____

6. How much time will it take to prepare myself for this vocation?_______
______________________Years ______________________Months

7. Where can this training be obtained?______________________________

8. Will on-the-job training be available?______________________________

9. How much money must I have to enter the field after completing the training?______________________________

10. Are there any special examinations required? Yes___ No___ Civil Service______ State Board________ Others______________________

11. Do I need any of the following? License______ Certificate__________ Special permit__________ Who issues foregoing?____________________
____

12. Do I start work on the actual job? Yes_____________ No_____________
As an apprentice? Yes _______ No__________

13. Is this occupation unionized? Yes________ No___________

14. What are the special regulations regarding union or apprenticeship rules?____
____

15. If organized, what fees, dues, and other contributions are expected or required?

16. How long does it take to reach the maximum rate of pay?__________
____

17. Will this occupation provide training for advancement into other vocations? Yes_____ No______ What vocations?____________________
____

18. How many hours of work daily?__________________Weekly___________

19. Is the work regular? Yes_________ No_________

20. Is the work seasonal? Yes_________ No_________

21. Is overtime required? Yes_________ No_________

22. Is night work required? Yes______ No_________

23. Does this vocation offer special benefits such as: vacations with pay? Yes____ No_____; Sick leave? Yes_____ No_____; Retirement benefits? Yes____ No_____; Others?____

24. Are there special hazards connected with the occupation? Yes________ No_______ If so, is there compensation offered? Yes______ No________ What are the hazards?____
____

25. What books, pamphlets or articles concerning this vocation are available for reading?

26. What organizations or clubs may employees join?____________________
____

27. Can one find employment in most sections of the country? Yes________ No_______

28. Will employment in this field increase in the coming years? Yes_____ No_________

29. Will employment in this field decrease in the coming years? Yes_____ No_______

30. Is the work done indoors?___________________ Outdoors?______________

31. What kind of temperament and emotional traits are required?________

____

32. What are the specific duties of this vocation?____________________

____

____

____

33. What are the disadvantages of the job for me?____________________

____

____

34. What are the advantages of the job for me?_______________________

____

____

35. After considering all the information obtained above, I now state my opinion of the suitability of this vocation for me______________

____

____

____

* * *

Conclusion

This monograph has been written for the purpose of assisting counselors in a junior college setting in enhancing their group guidance procedures. While its framework has been the Forest Park Community College, Junior College District, St. Louis - St. Louis County, Missouri, counselors who have the responsibility of group guidance in any setting may find it helpful.

Group guidance is a social process that deals with the developmental problems and attitudes of students in a secure setting, and it covers the common needs and interests of the majority of the students. It may have as its frame of reference any group activity undertaken for the primary purpose of facilitating or improving the total guidance program. It does not replace individual counseling, but is intended to supplement and support it. The best guidance program of any academic setting is one which does not rely wholly upon either group guidance nor individual counseling, but makes judicious use of both.

Some of the advantages of group guidance are:

1. It is naturally suited to certain kinds of guidance activity, particularly those which are basically instructional in character, such as the furnishing of information about occupations.
2. It helps the student to discover that others have needs and problems similar to his and this focuses collective attention on common problems. This may help an individual to more readily find a solution for a problem than he could if he sought the solution in a one-to-one relationship.

3. It may be used to prepare the way for individual counseling. Rapport may be more easily established and the student's understanding quickened, if he is oriented through group procedures before individual counseling is begun.

4. It saves time in dealing with matters that are of common interest to the students.

5. It gives the Counselor an opportunity to know his students better.

In a group effectively led, as Professor Nathaniel Cantor of the University of Buffalo says:

> "A person can face himself, assume responsibility for thoughtful choices and decisions, recognize his weaknesses, use his strengths without defensively imposing them on others, and accept help from others. In the free and open exchange of ideas and feelings between the members of the group, no one needs to be competitive, no one has to win or prove himself right, no one has to be exposed to ridicule, sarcasm, or condemnation. Together the members explore ideas or situations, test their insights, old and new, through the combined contributions and helpful criticisms of all the members and the leader. Feeling the support of others, recognizing the common failings and uncertainties of all, being understood, being left free to make their own decisions, being respected for their unique contributions-these attitudes and feelings about standards lead members of a group to such a cooperative atmosphere that no individual feels isolated, unsure of himself, hostile, competitive, or defensive. He can be himself."

The Forest Park Community College, Junior College District, St. Louis-St. Louis County, Missouri, established in 1962, is based on the spirit and belief in educational opportunity for youth and adults in the St. Louis metropolitan area. Its heritage and its practices are therefore democratic. Serving the community, its comprehensiveness is envisioned in its breadth of program - preparing some students for advanced college study, preparing others for their vocations, offering all an appropriate general education.

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A. How to Study
B. Personality
C. Vocations
D. General

How to study

Socio-Guidrama (Study Habits) Occu-Press
"A" Is for Brother
(Non-studious brother who excels in athletics vs. his studious, non-athletic brother.)

Audio-Visual
Coronet's Films (10-17 min.)
    Better Use of Leisure Time
    Earning Money While Going to School
    Making the Most of School

Coronet Study Series (10 Min. average Coronet)
    Fifteen films all dealing with how-to-study techniques

Learning to Study (14 min. Encyclopedia Brittanica)
    Demonstration of the effect of learning on behavior, and the steps in learning

Learning to Study (26 - 34 frames Jam Handy.)
    A set of seven filmstrips on finding a suitable place to study, getting started, how to use a textbook, taking notes, making a book report, research writing, or reviewing.

Films (11 min.)
    Cheating (Young America Films)
    Do Better on Examinations (Coronet)
    How to Take a Test (Young America)
    Reviewing (One of the "Learning to Study" series by Jam Handy)

Film
    How Effective is Your Reading? (10 min. Coronet.)
Filmstrip
    Improve Your Reading (45 frames, Young America)

(Writing Effectively)
    Institutional Cinema Films (10 minutes)
    Build Your Vocabulary
    Spelling is Easy (Basic rules: hear, see, repeat, write, check)
    We Discover the Dictionary
    Why Punctuate?

Audio-Visual (Speaking)
    Speech: Planning Your Talk (Young America)

Socio-Guidance
Occu-Press
    I.I. High - Ambition Low
    Dramatization of a student who preferred having fun and neglecting his studies. Stimulates discussion

Audio-Visual
Film
  Library Organization (10 min. Coronet)
  How to use library properly and make
  better use of study time.

Filmstrips
  Library Series. Young America.
  Explains the major parts of a book,
  the card catalog, using the dictionary,
  encyclopedia, etc.

Audio-Visual
Coronet Film (10 min.)
1. How to Concentrate
   Young America Film (11 min.)
   How to Succeed in School
   (Attitudes and Study Skills)

Filmstrips
  Learning to Study Series
  Frame #4 - Taking Notes in Class

Personality
  -Audio-Visual
  Better Use of Leisure Time (10 minute Coronet)
  Planning for Success (10 min. Coronet)

Audio-Visual
  (78 or 33 1/3 rpm, 30 min., National Association of Secondary School Principals, Washington, D.C.)
  The school of "hard knocks" opens the eyes of potential dropout.

  Coronet Films (10 minute)
  1. Developing Self-Reliance
  2. Make Your Own Decisions
     (Steps in solving problems of selecting a course of study, taking a job, etc.)

  Guidance Filmstrip Series, A - 128
    15 selected strips - $6.75 each
      Your Search for Self
      Building Self-Confidence
      Needs Satisfaction, and Goals
      Career Planning in a Changing World, etc.
      McGraw Hill, N. Y.

Filmstrip Series
Better Study Habits Filmstrip
Series A-62
40 frames $35.00 set; $6.50 each
Designed to emphasize important study
and learning skills. (Six strips.)
McGraw-Hill Book Company

Guidance Filmstrip Series A-77
12 selected strips - $6.75 each
How Can I Understand Other People?
Should You Feel Inferior?
Are You Adaptable?
Let's Disagree - Together, etc.
McGraw Hill, New York

Vocations

Films and Filmstrips
Benefits of Looking Ahead (10 mts. Coronet)
(Students looking ahead to the kind of life
they want.)

Finding the Right Job (11 min. Coronet)
Getting a Job (16 min. Encyclopaedia Britannica)

McGraw-Hill Filmstrip. Your Boss Is Proud of You (45 frames) How to prepare for and behave during an interview; how to become a well-liked, dependable employee.

Choosing Your Occupation (10 min. Coronet)
Emphasizes self-appraisal, occupational
opportunities, etc.)

Guidance Filmstrip Series, A-94
4 selected strips from 8 sets - $6.75 each
New Career Opportunities
Your Life Work
Putting Your Aptitudes to Work
When You Go to Work
McGraw Hill, New York

A number of excellent vocational or career films are available in the Audio-Visual Division of the St. Louis Public Schools. Among these are such topics as, Secretary, Printing, Pharmacy, Nursing, Meteorology, Journalism, Law, Hotel Management, Forestry, Teaching, Electronics Technicians, Cameras and Careers, Architecture, Aeronautical Engineering, etc.

General

Educational Film Guide and Filmstrip Guide
Published by the H.W.Wilson Co., New York

Educators Guide to Free Guidance Materials
Educators Progress Service Dept. PGJ,
Randolph, Wisconsin

The Use of Films in the Guidance Program
Michigan State University College of
Education, East Lansing, Michigan, 1961

Vocational Guidance Quarterly
National Vocational Guidance Association,
Washington, D. C.
Includes lists of current occupational literature recommended by the Guidance Information Review Service of the association.

IV. Miscellaneous

- A. Charts
- B. Recordings
- C. Other

Charts

Beginning Jobs for Young Workers (B'nai B'rith)
Basic facts on 72 entry jobs - 12 charts
11" x 17"

Occupational Orientation Charts (B'nai B'rith)
Latest data on the major occupational groups -
12 charts 19" x 25"

Visual (Vocations)
Wall Chart Series
Occupational Outlook Service U. S. Dept.
of Labor
12" x 17" Chart describes the job opportunities of a specific occupation and related fields.

Should Your Child Be - New York Life Insurance Co.
(More than thirty vocational descriptions written by an authority in the field.)

Recordings

Let Us Make a Study of Study
(33 1/3 rpm, 40 min. Educational
Recording Service)
Methods of Effective Study.

The Use of Group Dynamics in Classroom Teaching.
(33 1/3 rpm, 40 min. Educational
Recording Service.)
Methods of Effective Study

The Use of Group Dynamics in Classroom Teaching
(33 1/3 rpm., 40 min., Educational
Recording Service.)
Discussion of useful guidance
techniques.

What's My Vocation?
(33 1/3 rpm. 14 1/2 minutes.
Bureau of Health, Education, American
Medical Association.)
A son attempts to follow his father's
choice of a vocation and almost has
disastrous results.

Other - Unpublished theses, etc.

Duncan, D. R., Effects of Required Group
Counseling with College Students in
Academic Difficulty.
Unpublished doctoral dissertation,
University of Florida, 1962.

Anderson, R. L., An Experimental Investigation of Group Counseling with
Freshmen in a Women's College.
Unpublished doctoral dissertation,
New York University, 1956.

V. Sources of Films

Sources of Films.- useful in group guidance
Films may be obtained from the following:

Columbia Pictures Corporation
16mm Non-Theatrical Film Division
711 Fifth Avenue
New York 22, N. Y.

Coronet Instructional Films
65 East South Water Street
Chicago 1, Illinois

Encyclopaedia Britannica Films, Inc.
1150 Wilmette Avenue
Wilmette, Illinois

International Film Bureau
57 East Jackson Boulevard
Chicago 4, Illinois

McGraw-Hill Book Company, Inc.
Text-Film Department; also Young
America Films, Inc.
330 West 42nd St.
New York, N. Y. 10036

National Educational Association
Division of Adult Education Service
1201 Sixteenth St., N. W.
Washington 6, D. C.

Teaching Film Custodians, Inc.
25 West 43rd St.
New York 36, N. Y.

U. S. Public Health Service
Washington 25, D.C.

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Washington 25, D.C.